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ABSTRACT

This module is designed to provide background information and exercises for trainers to use in conducting inservice training of persons concerned with educational sex equity. Covered in the individual units are the following topics: the social educational context of sex equity in vocational education, the legal context of equity in vocational education, equity and curriculum materials, recruitment strategies, and change strategies. Each area of focus is self-contained and can be used independently of the other, or they may be combined for a one-, two-, or three-day workshop or conference. Included in each section are the following materials: lists of objectives, activities, and resources; a sample workshop agenda; background information; activities; answer sheets; and supplementary information. A resource list is also provided. (MN)

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PATHWAYS TO SEX EQUITY: A TRAINING MODULE FOR PROMOTING SEX EQUITY IN VOCATIONAL EDUCATION

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Dear Reader:

The purpose of this package is to provide background information and exercises for trainers to use in conducting in-service training of persons concerned with educational equity. The resources provided will enable persons to be trained who can, in turn, train others and thereby increase the pool of trained persons in educational equity. Additionally, increased understanding of the topics surrounding educational equity can be obtained through familiarity with the information contained in the materials.

The materials focus on various topics relating to educational equity. Each area of focus is self-contained and can be used independently of the other, or they may be combined for a one, two, or three-day workshop or conference. The materials are also adaptive and can be used to complement or supplement existing resources or planned programs to address related issues that you may already have available.

As you read through the materials, you will notice that prior to each unit, there are sample workshop agendas. These workshop agendas are informational only. You may choose to use them or you may adapt one to fit your workshop specifications and needs. Perhaps you will choose to select from all of the various units in putting together your program - that certainly is encouraged. The suggested time frames for the various activities and programs are also flexible and should be contingent upon your needs and time constraints.

Although there are many and varied resources available on the subject of educational equity, this package attempts to address more specifically the needs and interests of South Carolinians. Throughout the booklet, there are references to the State outlook as related to some of the equity topics in education.

MAJOR GOALS

The goal of the booklet is to provide perspective in the following areas:

1. To develop an awareness of background information on the social/educational context of equity in vocational education.
2. To present background information on the legal context of educational equity in vocational education.
3. To present techniques to assess curriculum materials and determine how fairly males and females are represented in them.
4. To provide recruitment strategies that can facilitate nontraditional vocational education enrollments.
5. To suggest change strategies that can contribute to achieving educational equity.
6. To provide a resource list of educational aids to achieve equity.

UNIT I - PART A

Objective

1. To assist workshop participants in gaining an understanding of labor force trends.
2. To provide a perspective of vocational education course offerings to males and females, and its impact on students' occupational choices.

Activities

1. Survey of Sex Role Attitudes
2. Female and Male Participation in the Paid Work Force and in Vocational Education Programs: What Are the Facts?
3. The Myth and Reality
4. Work-Family-Stereotyping Quiz
5. Male and Female Employment in South Carolina Quiz

*Transparencies

1. Major Occupations Employing Men and Women
2. Proportion of Women Working in Major Occupational Groups
3. Women Are Underrepresented as Managers and Skilled Craft Workers
4. Women in the Labor Force by Marital Status, 1950-74
5. Most Women Work Because of Economic Need
6. Median Weekly Earnings of Full-Time Wage and Salary Workers by Sex, 1967-74
7. Vocational Enrollments and Average Entry Earnings, 1972
8. National Distribution of Females and Males in Vocational Education Programs

* Transparencies are located at the end of Unit I, Parts A and B.

9. South Carolina State Distribution of Males and Females in Vocational Education Programs, 1980-81 Enrollment
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12. Labor Force Participation Rates of Married Women by Presence and Age of Children, 1950-1974

SAMPLE AGENDA

UNIT I - PART A

8:30 - 8:40 a.m.	Welcome and Introductions.	10 minutes
	Purposes of Workshop	
	Overview of Workshop Program	
8:40 - 9:00 a.m.	Group Processor: Activity 1, "Survey of Sex-Role Attitudes".	20 minutes
9:00 - 9:20 a.m.	Activity 2, "What Are the Facts?"	20 minutes
	Discussion of Fact Sheets	
9:20 - 9:30 a.m.	BREAK	10 minutes
9:30 - 9:50 a.m.	Activity 3, "The Myth and the Reality"	20 minutes
	Discussion	
9:50 - 10:05 a.m.	Activity 4, "Work-Family-Stereotyping Quiz".	15 minutes
10:05 - 10:20 a.m.	Activity 5, "Male/Female Employment in South Carolina Quiz"	15 minutes
10:20 - 10:30 a.m.	Closing Remarks	10 minutes

*Audiovisual aids on a variety of topics are available that may be relevant to this Unit. See Resource List in Unit VI.

BACKGROUND INFORMATION

Unit I, Parts A and B, provides numerous activities designed to enable the user to put the issues relating to educational equity within vocational education into an appropriate context. The focus on education and the world of work is essential to this understanding.

Because vocational education programs function as a direct link between education and the world of work, any change in one will necessitate or result in a change in the other. One of the major changes in the world of work has been women's increasing entry into the paid work force. Eli Ginsberg, chairman of the National Commission for Manpower Policy, has gone so far as to call the increase of women in the work force "the single most outstanding phenomenon of our century" and to add that "its long-term implications are absolutely unchartable...It will affect women, men, and children, and the cummulative consequences of that will only be revealed in the 21st and 22nd centuries."

Before we think further about the changes which may result from our efforts for nondiscrimination and equity, it is useful to review what we know about present patterns of work force participation by females and males, and what we know about the participation of females and males in vocational education programs. Unit I, Part A, will provide an opportunity for such a review.

Part B of this Unit focuses in more detail upon placing the programmatic aspects of the equity issue within a context. Program assessment, as well as the implication this has for leadership responsibilities by various school personnel, is explored in some detail.

Essentially, the Unit sets out to accomplish the following:

* Help to identify the baseline conditions from which we may evaluate some of the long-range results or outcomes of our efforts to eliminate discrimination and bias and to achieve sex equity in our programs.
* Enable one to understand some of the social conditions which have given rise to concern for the elimination of sex discrimination and the achievement of sex equity in vocational education.
* Help to understand the needs of our students, female and male, for vocational education which can enable them to participate effectively in the work force as it exists today and is likely to exist in the future.

There are many transparencies in this Unit. If the facilitator wishes to use transparencies to accompany a presentation, they should be prepared for display.

Eli Ginsburg, "Women Entering Job Market at an Extraordinary Pace," New York Times, September 12, 1976, Section 1, page 1.

SURVEY OF SEX-ROLE ATTITUDES

Directions: Please react to each statement, using the following scale:

SD - Strongly disagree (strong, negative feeling about the statement)

MD - Mildly disagree (less concern, but still a negative feeling about the statement)

EAD - Equally agree and disagree (an ambivalent feeling about the statement)

MA - Mildly agree (less concern, but still a positive feeling about the statement)

SA - Strongly agree (strong, positive feeling about the statement)

1.	Nurturance and concern for others are equally important for men and women.	SD	MD	EAD	MA	SA
2.	A girl's college education is more often wasted than a boy's.	SD	MD	EAD	MA	SA
3.	Nothing can be more satisfying to most women than a well-kept home, clean and neatly dressed children, and a good meal ready for their husbands.	SD	MD	EAD	MA	SA
4.	Men are meant to lead, and women, except in extreme circumstances, to follow.	SD	MD	EAD	MA	SA
5.	Choice of college is not as important for a girl as for a boy.	SD	MD	EAD	MA	SA
6.	Many women have a responsibility to put their humanizing talents to work outside the home.	SD	MD	EAD	MA	SA
7.	Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation.	SD	MD	EAD	MA	SA
8.	Pre-school age girls should be encouraged to explore and manipulate their environment on the same scale as pre-school boys.	SD	MD	EAD	MA	SA
9.	Most women tend to lose their femininity when they perform jobs usually executed by men.	SD	MD	EAD	MA	SA
10.	Less serious academic and career aims for girls should be understood and accepted by teachers working with girls.	SD	MD	EAD	MA	SA

11.	Sex stereotypes impede logical career evolvement for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount.	SD	MD	EAD	MA	SA
12.	Women handle routine, detailed, repetitive tasks better than creative and imaginative tasks.	SD	MD	EAD	MA	SA
13.	A choice between being a wife and mother and working full-time is no longer necessary as the two can be workably integrated.	SD	MD	EAD	MA	SA
14.	Boys need to be educated so that they will be more cognizant of the broader role of today's women.	SD	MD	EAD	MA	SA
15.	Few women have the fortitude and ability to compete in a man's work world, such as in economics and politics.	SD	MD	EAD	MA	SA
16.	The difficulties involved in women supervising men have been exaggerated.	SD	MD	EAD	MA	SA
17.	Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman.	SD	MD	EAD	MA	SA
18.	Girls are overly protected in our culture.	SD	MD	EAD	MA	SA
19.	Women are less competitive, ambitious, and self-confident than men.	SD	MD	EAD	MA	SA
20.	Women are less able to make decisions easily than men.	SD	MD	EAD	MA	SA

Most of the questions in this survey were taken from a survey developed by Patricia Englehart and was published as part of a package, Women and the World of Work, developed for counselors by the Minnesota State Department of Education and the Departments of Education, Counseling and Student Personnel Psychology, and Distributive Education at the University of Minnesota.

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE AND IN VOCATIONAL EDUCATION PROGRAMS: WHAT ARE THE FACTS?

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement, you will see a number of choices for filling in the information missing in each statement. Select the alternative you believe is correct, and write its letter in the blank.

1. Women make up _____ of the nation's paid work force.

   a. 26% b. 41% c. 54%

2. For every $1.00 men earn, women earn _____.

   a. 95¢ b. 76¢ c. 57¢

3. _____ of American women between the ages of 18-64 are employed outside the home.

   a. 41% b. 34% c. 54%

4. _____ of American men between the ages of 18-64 are employed outside the home.

   a. 74% b. 86% c. 91%

5. The average young woman today can expect to spend _____ years in the paid work force.

   a. 7.3 b. 17.1 c. 22.9
   d. 31.2

6. The average 20-year-old American male can expect to work for pay outside the home for _____ years.

   a. 36 b. 52 c. 42

7. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives.

   a. 9 b. 5 c. 7.4

8. Both husband and wife work in _____ percent of the nation's marriages.

   a. 35 b. 47 c. 28

9. The median income of working women with four years of college is _____ that of men who have completed eight years of elementary schools.

a. greater than b. the same as c. less than

10. The difference between the average yearly incomes of male and female workers has _____ over the past 20 years.

a. increased b. decreased c. remained the same

11. _____ women have the highest labor force participation of any group of women.

a. Asian-American b. Black c. Hispanic
d. Native American e. White

12. About _____ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are, therefore, responsible for their own financial support.

a. four b. six c. eight

13. Women workers are absent from work _____ male workers.

a. more than b. less than c. as often as

14. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order: _____

a. white males, white females, minority females, minority males
b. white males, minority males, white females, minority females
c. white males, minority females, white females, minority males

15. _____ percent of all women workers are employed in clerical occupations.

a. 11.2 b. 18.1 c. 27.8
d. 35.0

16. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest number of men (skilled crafts, professional and technical occupations, and managerial occupations). In contrast, _____ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and technical occupations).

a. 40 b. 60 c. 70

17. _____ percent of all vocational education programs had enrollments which were 90 percent male or 90 percent female in 1976.

a. 15 b. 27 c. 39

18. The vocational training area with the largest female enrollment (more than one-third of all females enrolled in vocational education) is _____.

a. consumer and homemaking programs
b. occupational home economics
c. office occupations

19. _____ percent of all students enrolled in vocational education programs in the area of trades and industry in 1976 are female.

a. 13 b. 21 c. 34

20. Trends in male/female enrollments in vocational training programs show that _____.

a. females are enrolling in traditionally male courses at a faster rate than males are entering traditionally female programs.

b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs.

c. the entry of males and females into programs nontraditional to their sex is occurring at about the same rate.

THE MYTH AND THE REALITY

Directions: Read each "Myth" statement, and in the space provided under "Reality" to the right of each statement, write your response. Once you have completed the exercise, compare your response to those in the appendix.

The Myth	The Reality
1. A woman's place is in the home.	
2. Women aren't seriously attached to the labor force; they work only for extra pocket money.	
3. Women are out ill more than male workers; they cost the company more.	

The Myth	The Reality
4. Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.	
5. Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	
6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	
7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	

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The Myth	The Reality
8. The employment of mothers leads to juvenile delinquency.	
9. Men don't like to work for women supervisors.	

WORK-FAMILY-STEREOTYPING QUIZ

Instructions: The following are either true or false statements about work, families and stereotyping. Please circle the "T" for each one you believe is True and "F" if you believe the statement is False.

T F 1. A majority of women work because of economic need.

T F 2. Women have a much higher absentee rate from their jobs.

T F 3. Males tend to have more difficulty than females in expanding their roles beyond traditional expectations.

T F 4. The majority of families are supported solely by the father's income.

T F 5. The average woman worker is slightly less educated than the average man worker.

T F 6. More young men than women believe the woman's place is in the home.

T F 7. Today more than half of all women between 18 and 64 years of age are in the labor force.

T F 8. The single woman is usually employed for 40 or less years.

T F 9. The average age at which young people marry today has not changed significantly in the past 15 years.

T F 10. A majority of women who leave work to have children return to work.

T F 11. Women change jobs more often then men.

T F 12. From 1970 to 1976, there was a 33 percent increase in households maintained only by women.

T F 13. Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

T F 14. The average number of people per household today is four people.

T F 15. Employed women are offered fewer positions of responsibility than employed men.

T F 16. When wives work outside the home, their husbands spend significantly more time on household chores.

T F 17. The employment of mothers leads to juvenile delinquency.

T F 18. In 1976, one out of every five children under eighteen years of age lived in one-parent families.

T F 19. Most men who have worked for women supervisors do not complain about working for a woman.

T F 20. The average woman worker earns less than three-fifths of what a man does, even when each works full-time.

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MALE AND FEMALE EMPLOYMENT IN SOUTH CAROLINA QUIZ

Directions: In the space provided to the left, indicate whether you believe the statement to be False by placing an "F" in the allotted space. If you believe the statement to be True, indicate by placing a "T" in the allotted space.

_____ 1. Approximately 50% of the women age 16 and over in South Carolina are now in the labor force.

_____ 2. The majority of women professional workers in South Carolina are employed in teaching and nursing occupations.

_____ 3. The composition of women in the population of South Carolina has remained stable for the past 40 years at approximately 51%.

_____ 4. The composition of women in the labor force increased from 30% to 41% between 1940 and 1970.

_____ 5. In 1979, males comprised approximately 11.2% of all professional, technical, and kindred workers in South Carolina.

_____ 6. In 1980, the national distribution of industry employment revealed that female employment is predominant in only two industries: finance, insurance, and real estate; and services.

_____ 7. In 1980, the national distribution of industry employment revealed that male employment is substantially greater than female employment in mining, construction; manufacturing; and transportation and public utilities.

_____ 8. In 1979, the total civilian labor force was approximately 1.3 million in South Carolina.

_____ 9. In 1979, Greenville, Charleston, and Richland Counties each had a labor force participation rate of over 100,000.

_____ 10. In 1980, female employment in the State government was 48% compared to 52% for males.

ANSWER SHEETS

SURVEY OF SEX-ROLE ATTITUDES

Responses to the survey should be scored as follows:

			Score	For these item numbers only:
I.	SD	=	1	1, 6, 8, 11, 13, 14, 16, 18
	MD	=	2	
	EAD	=	3	
	MA	=	4	
	SA	=	5	

			Score	For these item numbers only:
II.	SD	=	5	2, 3, 4, 5, 7, 9, 10, 12, 15,
	MD	=	4	17, 19, 20
	EAD	=	3	
	MA	=	2	
	SA	=	1	

* A score of 100 indicates role flexibility.

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE
AND IN VOCATIONAL EDUCATION PROGRAMS: WHAT ARE THE FACTS?

1. b) 41%
2. c) 57¢
3. c) 54%
4. c) 91%
5. c) 22.9
6. a) 36
7. a) 9
8. b) 35%
9. c) less than
10. b) decreased
11. b) Black
12. a) four
13. c) as often as
14. b) white males - $11,633
    minority males - $8,363
    white females - $6,544
    minority females - $5,772
15. d) 35%
16. c) 70%
17. c) 39%
18. a) consumer and homemaking
19. a) 13
20. b) males are enrolling in traditional female courses at a faster rate than females are entering traditionally male courses.

THE MYTH AND THE REALITY

The Reality

1. Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home.

   Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

2. Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000. 1/

3. A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

4. A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

   Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

1/ The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

5. There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

   Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

6. Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

7. Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

8. Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

   These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is a major significance.

9. Most men who complain about women supervisors have never work for a woman.

   In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

   In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

U. S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D. C.

May 1974 (revised)

WORK-FAMILY-STEREOTYPING QUIZ

1. T - A majority of women work because of economic need.

   Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000. The Bureau of Labor Statistics estimates for a low standard of living for an urban family of four was $7,386 in autumn 1972. U. S. Department of Labor, Employment Standards Administration, Women's Bureau, 1974.

2. F - Women have a much higher absentee rate from their jobs.

   A Public Health Service study of worktime lost by persons 17 years of age and over because of illness in injury shows an average of 5.6 days lost by women and 5.3 days lost by men during the calendar year in 1967. Significant differences were noted between men and women in the amount of time lost because of acute or chronic illness. Women lost an average of 3.7 workdays because of acute illness, whereas men averaged just 3.3 days away from work for this reason. On the other hand, men were more likely than women to be absent because of chronic conditions such as heart trouble, arthritis, rheumatism, and orthopedic impairment. U. S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969.

3. T - Males tend to have more difficulty in expanding their roles beyond traditional ones than do females.

   Research indicates that the social-emotional development of both sexes is hindered by sex-role stereotyping. Though some believe that females are more apt to be limited by stereotyping, it would appear that males are more adversely affected in many ways. There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the femine stereotype. It appears to be more difficult for males than females to unlearn stereotyped behaviors. Mussen, P.H. "Long-Term Consequences of Masculinity on Interests in Adolescents." Journal of Consulting Psychology, 1962.

4. F - The majority of families are supported solely by the father's income.

   In a survey conducted in 1972, the husband was the only wage earner in less than 3 out of 8 husband-wife families. In 495 of husband-wife families, both husband and wife were wage earners. Only 36%

were supported solely by the husband's income. U. S. Department of Commerce, Bureau of the Census, 1975.

5. F - The average woman worker is slightly less educated than the average man worker.

   A smaller proportion of women workers than of men workers were in the lowest educational groups. Between men and women workers, a gap in average (mean) years of schooling completed has been narrowing and has almost disappeared. By 1973 the corresponding means were 12.1 among women workers and 12.0 among men workers. U. S. Department of Labor Statistics, 1975.

6. T - More young men than women believe the woman's place is in the home.

   Survey research indicates that more adolescent males than adolescent females believe homemaking and child rearing are the responsibilities of women and that "a woman's place is in the home." Entiwisle, D. R. and Greenburger, E. "A Survey of Cognitive Styles in Maryland Ninth Graders: IV Views of Women's Roles". Psychological Abstracts, 1971.

7. T - Today more than half of all women between 18 and 64 years of age are in the labor force.

   54% of all women 18-64 years of age are in the labor force. Statistics also indicate that more than 60% of all women between the ages of 20 and 24 are participating in the labor force. Up to the age of 55 at least 50% of all women are participating in the work force. U. S. Department of Labor, Bureau of Labor Statistics.

8. F - The single woman is usually employed for 40 years or less.

   The expected work life of a woman is closely related to her marital status and the number of children she has. In the large group of women who enter the labor force by age 20, the relatively small number who never marry have a worklife expectancy of 45 years. This is about 10 years longer than for those women in the group who marry but have no children and about 2 to 3 years longer than for those who become widowed or divorced. U. S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969.

9. F - The average age at which young people marry today has not changed significantly in the past 15 years.

   The median age at which young people marry is changing, particularly among young women. By 1976, 72% of 19-year-old girls were single as compared to 60% in 1960. Among 20-24 year olds of both sexes, more

than 62% of the males and 42% of the females were single in 1976, compared to 53% of males and 28% of females in 1960. U. S. Bureau of the Census, "Marital Status and Living Arrangements: 1976", Series P-20, No. 306, Washington, D. C.: Government Printing Office.

10. T - A majority of women who leave work to have children return to work.

In 1974, 54% of 15.8 million mothers of children 6 to 17 were in the work force. This figure would have been higher if included were mothers who return to the labor force after their children had grown up or passed the age of 18. U. S. Department of Labor, Bureau of Labor Statistics, 1975.

11. F - Women change jobs more often than men.

The worklife pattern of women - with many working for a few years after school, leaving the labor force for marriage, and particularly childbearing, and returning to the labor force after their children are grown or reach school age - would tend to increase their labor force turnover. Some studies have indicated that turnover rates for women are higher than those for men. However, it can be argued that comparison of the overall difference in women's and men's rates of labor force turnover fails to take account of the influence of skill level of the job or occupation. Comparisons of the absenteeism and labor turnover rates of women and men need to be related to those of women and men in comparable jobs and circumstances if they are to be meaningful. U. S. Department of Labor, Bureau of Labor Statistics, 1968.

12. T - From 1970 to 1976, there was a 33 percent increase in households maintained only by women.

From 1970 to 1976, there was a 33% increase in households maintained only by women. U. S. Bureau of Census, "Households and Families by Type: 1976", Series P-20, No. 296, Washington, D. C.: Government Printing Office.

13. T - Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

If all the married women, which does not include single working women, stayed home and unemployed men were placed in their jobs, there would still be 17.3 million unfulled jobs. However, most unemployed men do not have the education or the skills to qualify for many of the skilled jobs held by all working women, such as secretaries, teachers, nurses and clerical workers. U. S. Department of Labor, Employment Standards Administration, Women's Bureau, 1974.

14. F - The average number of people per household today is 4 people.

In 1960 the average household had 3.3 people, and in 1976, 2.9 people. This figure is expected to continue to decline because of a number of factors: delayed marriage, more economic independence among women, an increase in the widowed population and an increase in the number of houses shared by unrelated people. U. S. Bureau of the Census, "Households and Families by Type: 1976", Series P-20, No. 296, Washington, D. C., Government Printing Office.

15. T - Employed women are offered fewer positions of responsibility than employed men.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories. U. S. Department of Labor, Employment Standards Administration, Women's Bureau, 1973.

16. F - When wives work outside the home, their husbands spend significantly more time on household chores.

A 1976 survey of families reported that even when employed, wives still assumed the major responsibility of household work. Although almost half of today's families have both husband and wife employed, time contributed by husbands and children to household work does not dramatically increase. When the wife is employed wives spend less time on household work than unemployed ones, but considerable more time than husbands. Walker, K. E., "How Much Help for Working Mothers? The Children's Role." Human Ecology Forum, 1970.

17. F - The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance. U. S. Department of Labor, Employment Standards Administration, Women's Bureau, 1973.

18. T - In 1976, one out of every five children under eighteen years of age lived in one-parent families.

In 1976, only 4 out of 5 (80%) of all children under 18 lived with two parents (at least one of whom was a natural parent) compared to 88% in 1960. The decline was greater among blacks, with less than

half living with two parents in 1976. Of the 20% who did not live with two parents, most were living with their mothers. U. S. Bureau of the Census. 1976 Statistical Abstract of the U. S., Washington, D. C.: Government Printing Office.

19. T - Most men who have worked for women supervisors do not complain about working for a woman.

In one study where at least three-fourths of both male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them adequate; 42% rated them as same as their predecessors; and 8% rated them better than their predecessors. U. S. Department of Labor, Employment Standards Administration, Women's Bureau, 1974.

20. T - The average woman worker earns less than three-fifths of what the average man worker does, even when each works full-time.

Women who worked full-time had median usual weekly earnings of $124 in May 1974. This was about 61% of the $204 reported for men. Between May 1967 and 1974, the median weekly earnings of women, in current dollars increased by about 59% - from $78 to $124. However, when the effects of price changes are removed (the Consumer Price Index rose by about 46% between May 1967 and 1974), the rise in weekly earnings was relatively slow. For example, when measured in dollars of constant (1967) purchasing power, median weekly earnings of full-time women increased from only $78 to $85 or 9% in the 7-year period; median earnings of full-time male workers increased by about 11% (in constant dollars) during the same period. The gap between women's and men's earnings widened slightly between 1967 and 1974. In 1967 women's usual weekly earnings were more than 62% of men's; in 1974 they were less than 61%. U. S. Department of Labor, Employment Standards Administration, Women's Bureau, 1975.

*MALE AND FEMALE EMPLOYMENT IN SOUTH CAROLINA QUIZ

1. T
2. T
3. T
4. F
5. T
6. T
7. T
8. T - The total labor force was 1,306,000 in 1979.
9. T - Greenville (130,400) Richland (113,900) Charleston (102,900)
10. T - A closer look needs to be taken to determine the areas of responsibility and authority these workers have.

* See supplement which follows this answer sheet for additional information.

SUPPLEMENTARY INFORMATION TO ANSWER SHEET 1-E

In the early 1940's American women responded in large numbers to the labor shortages of a war-time economy, and the female composition of the labor force has continued to rise ever since. Approximately 50% of the women age 16 and over in South Carolina are now in the labor force.

This influx of women into the work force has highlighted numerous inequities in employment and training opportunities. Historically, women entering the work force have gone into traditionally female occupations, even in the professions. Not until the 1970's was a significant effort made to integrate women into traditionally male occupations.

Yet, even with the impetus of affirmative action programs and the change in attitudes regarding women in the world of work, the female labor force continues to be segregated and concentrated in a small number of low-paying, dead-end occupations. Women continue to be employed predominantly in clerical and service occupations. While women account for approximately 50% of the employment in the professional category, the great majority are in the traditionally female occupations of teacher and nurse. The fact is that most men still work in occupations that employ few women, and the majority of women continue to work in occupations that employ few men.

The extent of the problem of underutilization of women in the labor force has only recently come to the forefront, as efforts to strengthen the economy have become prominent issues. Concern for efficiency and maximum utilization of human resources has highlighted the underutilization of women's skills and abilities and defined it as a waste of a potent source of labor.

Equal opportunity for women has now become a major social and economic force. This puts the responsibility on employment and education policy-makers and administrators to examine existing policy and programs, to identify problem areas, and make recommendations for their resolution.

In arriving at a definition of the problem, statistical data must be gathered in order to determine where discrepancies exist. The intent of this report is to present information on the employment status of men and women in the labor force in South Carolina so that vocational education, CETA planners, and others will have a rational basis for making employment and training decisions.

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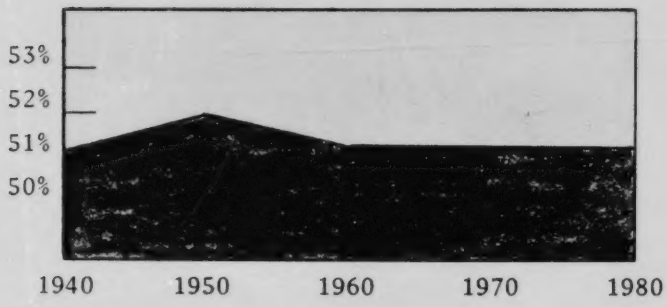
POPULATION: The composition of women in the population of South Carolina has remained stable for the past 40 years at approximately 51%.

Female Population in South Carolina
as Percent of Total Population



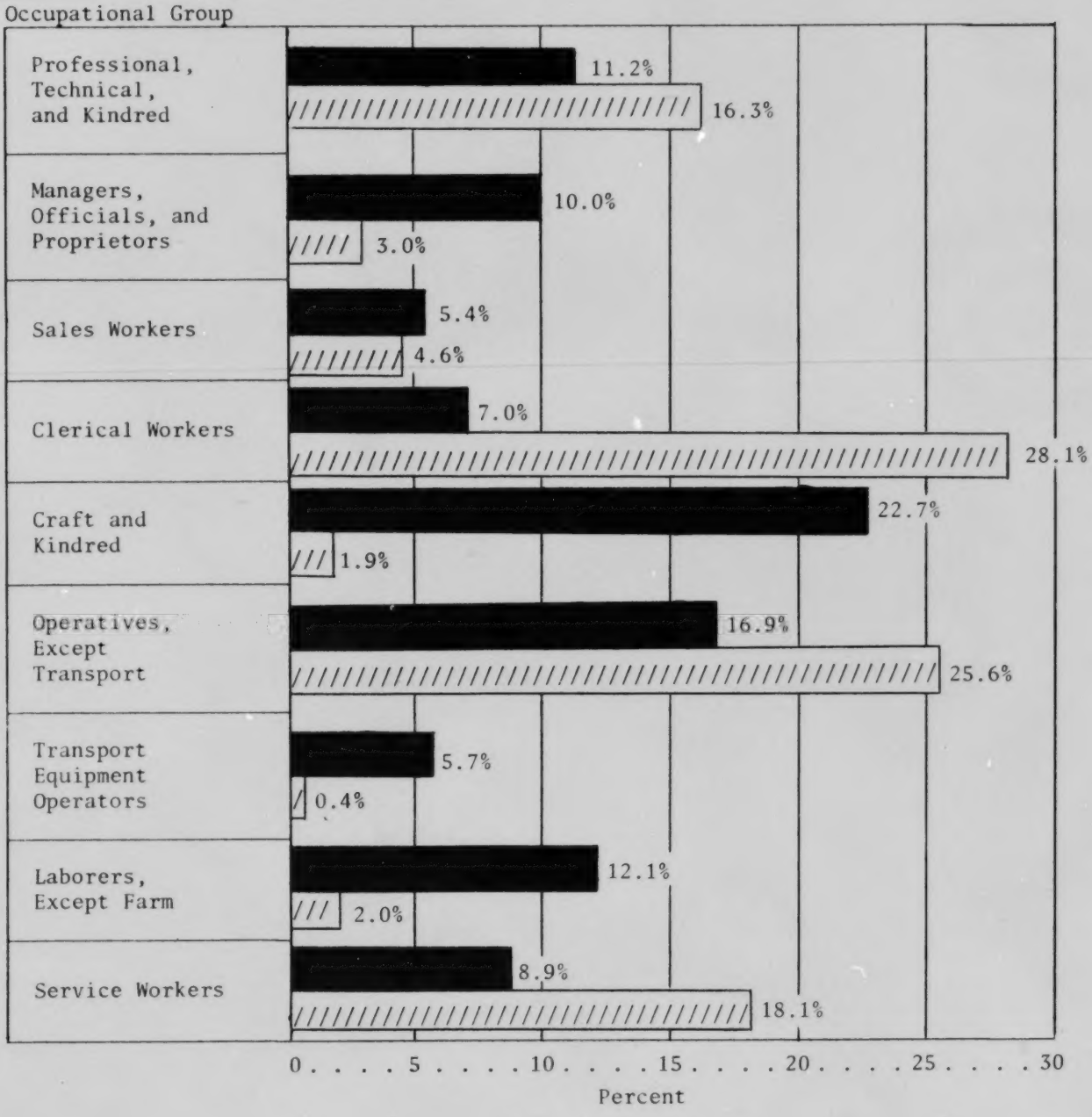
LABOR FORCE: The composition of women in the labor force increased from 30% to 41% between 1940 and 1970.

Women in South Carolina as Percentage
of Total Labor Force

EMPLOYMENT: From 1940 to 1970 the percentage of employed women was virtually identical to the female composition of the labor force.

Employed Women in South Carolina as
Percentage of Total Labor Force

PERCENT DISTRIBUTION OF EMPLOYMENT FOR MALES AND FEMALES
BY OCCUPATIONAL CATEGORY IN SOUTH CAROLINA - 1979



All Occupations

Male 97.7%

Female 40.3%

//// Female

Male

DISTRIBUTION OF INDUSTRY EMPLOYMENT FOR MALES AND FEMALES IN THE UNITED STATES - JANUARY 1980

Industry	All Employees	Male	% Male	Female	% Female
Total	89,285	51,733	58	37,552	42
Mining	982	886	90	96	10
Construction	4,350	3,694	91	386	09
Manufacturing	20,699	14,264	69	6,435	31
Transportation & Public Utilities	5,149	3,885	75	1,264	25
Wholesale & Retail Trade	20,224	11,433	57	8,791	43
Finance, Insurance & Real Estate	5,040	2,074	41	2,966	59
Services	17,111	7,084	41	10,027	59
Government	15,730	8,143	52	7,587	48

Female employment is predominant in only two industries: Finance, Insurance, & Real Estate; and Services.

Male employment is substantially greater than female employment in Mining, Construction; Manufacturing; and Transportation and Public Utilities.

NOTE: Employment in thousands.

Employment is Nonagricultural Wage and Salary.

UNIT I - PART B

Objective

1. To assist workshop participants in raising their level of awareness of their leadership responsibilities in sex equity.
2. To introduce workshop participants to activities that will enable them to assess their programs.

Activities

1. Press Release (Group Processor)
2. Assessing Sex Equity in Vocational Education: For Administrations
3. Assessing Sex Equity in Vocational Education: For Instructors
4. Assessing Sex Equity in Vocational Education: For Counselors

Resources

1. Leadership Responsibilities of Local Vocational Directors
2. Leadership Responsibilities of Vocational Teachers
3. Leadership Responsibilities of Guidance Counselors
4. Responsibilities of Community Leaders

SAMPLE AGENDA

UNIT I - PART B

8:30 - 8:35 a.m.	Welcome and Introductions	5 minutes
8:35 - 8:40 a.m.	Purposes of Workshop	5 minutes
8:40 - 8:45 a.m.	Overview of Workshop Program	5 minutes
8:45 - 8:55 a.m.	Group Processor: Activity 1, "Press Release"	10 minutes
8:55 - 9:35 a.m.	Activity 2, 3, & 4, "Assessing Sex Equity in Vocational Education"	40 minutes
9:35 - 9:45 a.m.	BREAK	10 minutes
9:45 - 10:00 a.m.	Assessment Activity Continued . . . . . Discussion	15 minutes
10:00 - 10:15 a.m.	"Leadership Responsibilities of School Personnel"	15 minutes
10:15 - 10:25 a.m.	Closing Remarks	10 minutes

*Audiovisual aids on a variety of topics are available that may be relevant to this Unit. See Resource List in Unit VI.

PRESS RELEASE

"The New Superintendent"

D. A. Johnson has just been hired as the new Superintendent of Schools for Megolopolic (pop. 500,000), and will be arriving to begin work on July 1.

Fillin responses to the following items which are to be included in the press release:

Age:

Salary:

Educational background:

Physical description:

Marital Status and family information:

Hobbies:

Previous work experience:

Discussion: Did most people assume that, first of all, a male would be selected for the job? What other assumptions did the group have about the person who would fill the job? Were certain groups completely left out of consideration? Were qualifications for the job the most important factors?

Adapted from Born Free, University of Minnesota, 1978.

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR ADMINISTRATORS

Listed below are a number of five-point scales which relate to administrators' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scale (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The midpoint of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/program and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

HAVE YOU DONE THE FOLLOWING?

1.	1	2	3	4	5
	No action taken in this area.		Issued a policy directive on the implications of Title IX and requirements for nondiscrimination for vocational education to all appropriate staff?		Issued a policy directive on the implications of the Education Admendments and the need to overcome bias and stereotyping to all appropriate staff and encouraged them to submit ideas for program development?

2.	1	2	3	4	5
	No action taken in this area.		Reviewed policies governing access to vocational education courses and made modifications as necessary to ensure that they do not discriminate on the basis of sex?		Developed specific policies and programmatic guidelines for implementation of these policies to ensure sex equity in access to vocational education courses?

3.	1	2	3	4	5
	No action taken in this area.		Asked staff to submit information on instances of sex discrimination in vocational education policies, practices, and materials?		Asked staff, students and parents to submit information on instances of sex discrimination, sex bias, and sex stereotyping in vocational education policies, practices, and materials and suggestions for their elimination?

4.	1	2	3	4	5
	No action taken in this area.		Mandated compliance with Title IX provisions related to vocational education courses/programs through administrative directive?		Held mandatory inservice training for all vocational education staff on procedures for providing sex equity in vocational education?

5.	1	2	3	4	5
	No action taken in this area.		Reviewed all descriptive materials related to student access to courses and modified them as necessary to ensure that they do not imply, either in text or in pictures, differential treatment of students on the basis of sex?		Developed and implemented special recruiting procedures and materials designed to attract and interest students in enrolling in vocational training nontraditional to their sex?

6.	1	2	3	4	5
	No action taken in this area.		Examined procedures, criteria and testing instruments used in admitting or assigning students to vocational training and modified them as necessary to ensure that they do not discriminate on the basis of sex?		Notified parents and students of the procedures, criteria and testing instruments used and the ways that they insure equal access to courses on the basis of sex? Made available special educational services to students to assist them in meeting these criteria?

7.	1	2	3	4	5
	No action taken in this area.		Identified all vocational education courses/programs with enrollments of 80 percent or more of one sex and made sure that any such disproportionate enrollments are not caused by sex discrimination in counseling services?		Identified all courses/programs with enrollments of 65 percent or more of one sex and developed and implemented action plans for reducing those discrepancies in the numbers of males and females enrolled?

8.	1	2	3	4	5
	No action taken in this area.		Reviewed all vocational education courses and curriculum outlines and modified them as necessary to ensure nondiscrimination on the basis of sex?		Made curricular and programmatic changes, including provision of support services, which will insure females and males entering and completing courses/programs nontraditional to their sex?

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your score is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under funds authorized by the Education Amendments of 1976.

Total equity score: _____
(Compute total for all scales and divide by 8.)

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR INSTRUCTORS

Listed below are a number of five-point scales which relate to instructors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken in the areas considered on the scales. The midpoint (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scales (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Educational Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/classroom and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

HAVE YOU DONE THE FOLLOWING?

1. 1 — 2 — 3 — 4 — 5

1	3	5
No action taken in this area.	Familiarized yourself with the regulatory requirements of Title IX and their implications for your program area?	Familiarized yourself with the requirements of the Education Amendments of 1976 and/or considered actions which might be taken in your courses/programs to overcome sex bias and stereotyping?

	1	2	3	4	5
2.	No action taken in this area.		Make sure that all vocational and related courses and programs for which you have responsibility are open to both males and females according to the same criteria?		Make curricular and programmatic changes, including provision of support services, which will assure males and females entering and remaining in courses/programs nontraditional to their sex?
3.	No action taken in this area.		Reviewed all course descriptions and curriculum guides to ensure that females and males are treated equally in all courses/programs for which you're responsible?		Examined all course descriptions and curriculum guides to insure that females and males needing supplemental education in your area because of past sex bias or discrimination receive such help?
4.	No action taken in this area.		Reviewed all course enrollments by sex to identify those courses with 80 percent or more of one sex?		Examined all course enrollments by sex to identify those courses with 65 percent or more of one sex?
5.	No action taken in this area.		Taken steps to assure yourself that sex discrimination is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in number of females and males enrolled if you've found courses with disproportionate enrollments?

6.	1	2	3	4	5
	No action taken in this area.		Submitted information to your supervisor regarding any instances of discrimination you've identified in policies, practices and materials related to student access to courses/programs?		Developed and implemented a personal monitoring system for determining the effectiveness of action plans to eliminate sex bias, stereotyping, and discrimination and to identify instances of new discrimination that might arise?

55

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under the funds authorized by the Education Amendments of 1976.

Total equity score: _____
(Compute total for all scales and divide by 6.)

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR COUNSELORS

Listed below are a number of five-point scales which relate to counselors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The midpoint of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/program and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

HAVE YOU DONE THE FOLLOWING?

1.	1	2	3	4	5
	No action taken in this area.		Familiarized yourself with the implications of Title IX regulatory requirements regarding nondiscrimination in student access to courses as they pertain to counseling services?		Familiarized yourself with the Education Amendments of 1976 regarding the elimination of sex discrimination, sex bias, and sex stereotyping in student access to vocational education; identified their implications for counseling services; and made suggestions for your programs?

2.	1	2	3	4	5
	No action taken in this area.		Reviewed your counseling policies, practices, and materials to assess their compliance with Title IX and made modifications as necessary?		Adopted counseling policies, practices, and materials that are not only sex fair but sex affirmative (designed to overcome the effects of past discrimination and bias)?

3.	1	2	3	4	5
	No action taken in this area.		Notified students that all vocational education courses/programs are open equally to females and males?		Implemented special programs so that students electing to enroll in vocational training are making informed choices based on an understanding that not only are all courses open to both females and males but that nontraditional courses may be viable options appropriate to their individual needs and interests?

4.	1	2	3	4	5
	No action taken in this area.		Examined all tests, testing procedures, and criteria used in assigning students to vocational courses/programs to ensure that they do not permit or require differential treatment of students on the basis of sex?		Implemented efforts to identify tests which do not differentiate on the basis of sex and provided/participated in training regarding the nonbiased use of sex differentiated tests?

	1	2	3	4	5
5.	No action taken in this area.		Have you demonstrated that any testing materials which have a disproportionately adverse effect upon students of one sex validly predict success and that other materials which do not have such effect are unavailable?		Eliminated all tests which have a disproportionately adverse effect upon students of one sex, regardless of whether they predict success for assignment purposes, and developed alternative materials or procedures which are sex fair?
6.	No action taken in this area.		Reviewed all course enrollments by sex to identify those courses with 80 percent or more of one sex?		Examined all course enrollments by sex to identify those courses with 65 percent or more of one sex?
7.	No action taken in this area.		Taken steps to assure yourself that sex discrimination in counseling is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in the number of females and males in courses in which you've found disproportionate enrollments?

8.	1	2	3	4	5
	No action taken in this area.		Given your supervisor information regarding any instances of discrimination you have identified in counseling policies, practices, or materials relating to student access to vocational education?		Developed and implemented a monitoring system for determining the effectiveness of action plans to eliminate existing sex bias, stereotyping, and discrimination in counseling services to identify instances of new discrimination that might arise?

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If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under funds authorized by the Education Amendments of 1976.

Total equity score: _____
(Compute total for all scales and divide by 8.)

LEADERSHIP RESPONSIBILITIES OF LOCAL VOCATIONAL DIRECTORS

* Develop and implement a local plan to eliminate sex bias and sex-role stereotyping.

* Provide for in-service training of vocational teachers, counselors, vocational staff, administrators and school board members relating to sex equity requirements.

* Eliminate or revise sex-biased teaching, resource, counseling and testing materials.

* Provide student access to all vocational programs through class scheduling coordination with academic program at high school.

* Establish communication with feeder high schools, vocational centers or academic programs at home schools in relation to sex equity requirements and activities.

* Develop cooperation with local businesses, industries, labor and agriculture by:

  - Appointing appropriate representation of males and females to local program advisory committees and/or local advisory councils.

  - Developing cooperative agreements to use facilities as teaching areas for males and females.

  - Gaining cooperation for placement of males and females in jobs, work-study experience and on-the-job training.

  - Utilizing both males and females as resource people to speak in the vocational programs.

* Assist in recruiting teachers of the opposite sex for traditionally one-sex-dominated courses.

* Provide tours of vocational education classes for fifth and sixth grade, junior high and high school students to observe program options available for training.

* Provide field trips for vocational education males and females to view business, industry and agriculture at work.

* Provide career fairs or career days to develop awareness of job opportunities in both traditional and nontraditional occupations.

* Develop a plan to monitor and evaluate all vocational education programs to determine compliance of sex equity with the local and state plan.

- Monitor student vocational club activities and eliminate sex bias.

- Determine new program needs by surveying local job market.

* Request funds from state sources for research and/or exemplary programs related to sex equity.

LEADERSHIP RESPONSIBILITIES OF VOCATIONAL TEACHERS

* Participate in in-service training for all teachers of vocational education in eliminating sex bias and sex-role stereotyping.

* Assist with the recruitment in hiring male teachers for female-dominated classes and female teachers for male-dominated classes.

* Replace or revise sex-biased classroom materials, textbooks, filmstrips, cassettes, charts, etc.

* Develop up-to-date classroom resource materials that provide information on changing occupational roles of men and women.

* Improve teaching skills through in-service training to meet the needs of of both sexes.

* Develop positive teacher attitudes and behaviors toward both sexes in the utilization of instructional materials.

* Provide flexibility of entrance into vocational education classes, courses, programs.

* Encourage participation of both sexes in student organization activities, including leadership roles in traditionally one-sex-dominated chapters.

* Recommend to appropriate person(s) adequate budgetary needs for non-sexist instruction in existing programs and new programs.

* Recommend the procurement of modern, safety-tested equipment for instructional use with males and females preparing for designated occupations.

* Recommend that adequate facility space be allocated to meet the needs of the programs for all students enrolled.

* Assist counselors with the development of career and job information to facilitate sex equity in vocational choices.

* Assist with job placement for both males and females.

* Interface with business, industry, labor and agriculture to identify local employment needs and secure classroom resource persons to provide relevant job information.

* Include in the composition of a program advisory committee representation of both sexes.

* Use advisory committees to help implement new programs, facilitate equal employment opportunities, job placement and upgrade the quality of existing programs.

* Arrange field trips for males and females with business, industry and labor.

* Develop demonstrations in vocational education programs for viewing by the community and by other students which reflect males and females in nontraditional job preparation.

* Secure research grants for innovative programs to eliminate sex bias and sex-role stereotyping.

"The essential difference between the sexes will never disappear; nature will see to that. The essential attraction between man and women will never disappear; nature will see to that. The school's and society's job is to provide an atmosphere in which each male and female can develop as a person for the benefit of everyone."

-- June Heinrich

" 'Cause my wife's gone back to work, that's why!' "

LEADERSHIP RESPONSIBILITIES OF GUIDANCE COUNSELORS

* Replace or revise all sex-role stereotyped informational materials.

* Secure up-to-date information on nonsexist careers, choices/opportunities and job projections.

* Secure computerized career information systems, mobile career and guidance vans and microfiche materials to use in the delivery of job and career information for males and females.

* Eliminate all sex-biased testing materials for determining personality traits and aptitudes. Develop and use testing materials free from sex bias.

* Provide teachers, administrators, students and community with materials on career choices available to both sexes. Develop community resource centers.

* Provide counseling services during school hours, after school, at night and in shopping centers for males, females and displaced homemakers.

* Utilize resources of business, industry, labor and agriculture to: upgrade career information; conduct field trips for students to inform both sexes about opportunities for employment in nontraditional jobs; and to provide work-study experiences, on-the-job training and job placement.

* Establish guidance and counseling advisory committees to include: men and women working in nontraditional occupations and governmental agencies; parents; teachers; students; community laypersons; minorities; and single workers.

* Develop a referral list of community agencies that will assist female students to remain in or return to school:

  - Social service agencies
  - Planned parenthood agency
  - Public health clinics
  - Mental health clinics
  - Legal aid services
  - Day care centers
  - CETA, WIN

- State employment agency

- Housing agency

* Conduct a recruiting program to provide students with information on:

  - Current and future opportunities and earnings in the labor market

  - Reasons to consider nontraditional opportunities

  - Problems to be overcome in the pursuit of nontraditional opportunities

  - Vocational preparation needed, and available, in nontraditional fields

"It is easier to act your way into a new way of thinking than it is to think your way into a new way of acting."

-- Anonymous

"It's not true that more women are working these days - but it's true that more of us are getting paid for it!"

RESPONSIBILITIES OF COMMUNITY LEADERS FOR THE ELIMINATION OF SEX BIAS IN VOCATIONAL EDUCATION

* Develop community awareness of vocational programs through demonstrations at shopping malls, service clubs, women's organizations and other community groups.

* Involve business, industry, labor and agriculture representatives, school patrons, teachers, students, and community leaders in program development for sex equity and in the dissemination of information on sex equity in vocational education.

* Use community groups to carry out seminars and conferences to develop awareness of sex bias and sex-role stereotyping and present ways it can be eliminated.

* Provide community involvement in eliminating sex bias in instructional vocational materials.

* Develop a core of volunteers to serve as guides for student and community tours of vocational facilities.

* Utilize newspapers, radio and TV for coverage of existing programs and promotion of new programs. Stress equal opportunities for all students.

* Secure male and female volunteers from business, labor, industry and agriculture to serve as resource persons for in-service training to staff, teachers and counselors.

* Utilize male and female resource persons representing occupations to assist in class presentations.

* Develop a task force on community involvement in vocational education. Involve students, teachers, parents, counselors, representative of business, industry, labor, agriculture, and men and women in nontraditional jobs. Identify goals of task force; i.e. create awareness, develop new programs, upgrade existing programs; secure job placement; secure research grants; and assist in obtaining resource materials.

* Secure business, industry, labor and agriculture brochures, films and career information for use in instructional programs and resource centers with men and women in nontraditional occupations.

* Utilize vocational facilities as a meeting place for clubs and organizations with program designed to create awareness of opportunities in vocational education and the elimination of sex bias.

T R A N S P A R E N C I E S

Major Occupations Employing Men and Women

Ten Major Occupations Employing Women	Ten Major Occupations Employing Men
Secretaries	Engineers
Food Service Workers	Carpenters
Teachers (except college and university)	Auto Mechanics
Sales Clerks	Mechanics (except auto)
Bookkeepers	Blue Collar Worker Supervisors
Health Service Workers (dental assistants, practical nurses, nursing aides)	Truck Drivers
	Cleaning Workers
Personal Service Workers (hairdressers, child care workers, attendants)	Food Service Workers
	Farm Owners and Tenants
Nurses, Dieticians, Therapists	Protective Service Workers (fire, police, etc.)
Cashiers	
Private Household Workers	

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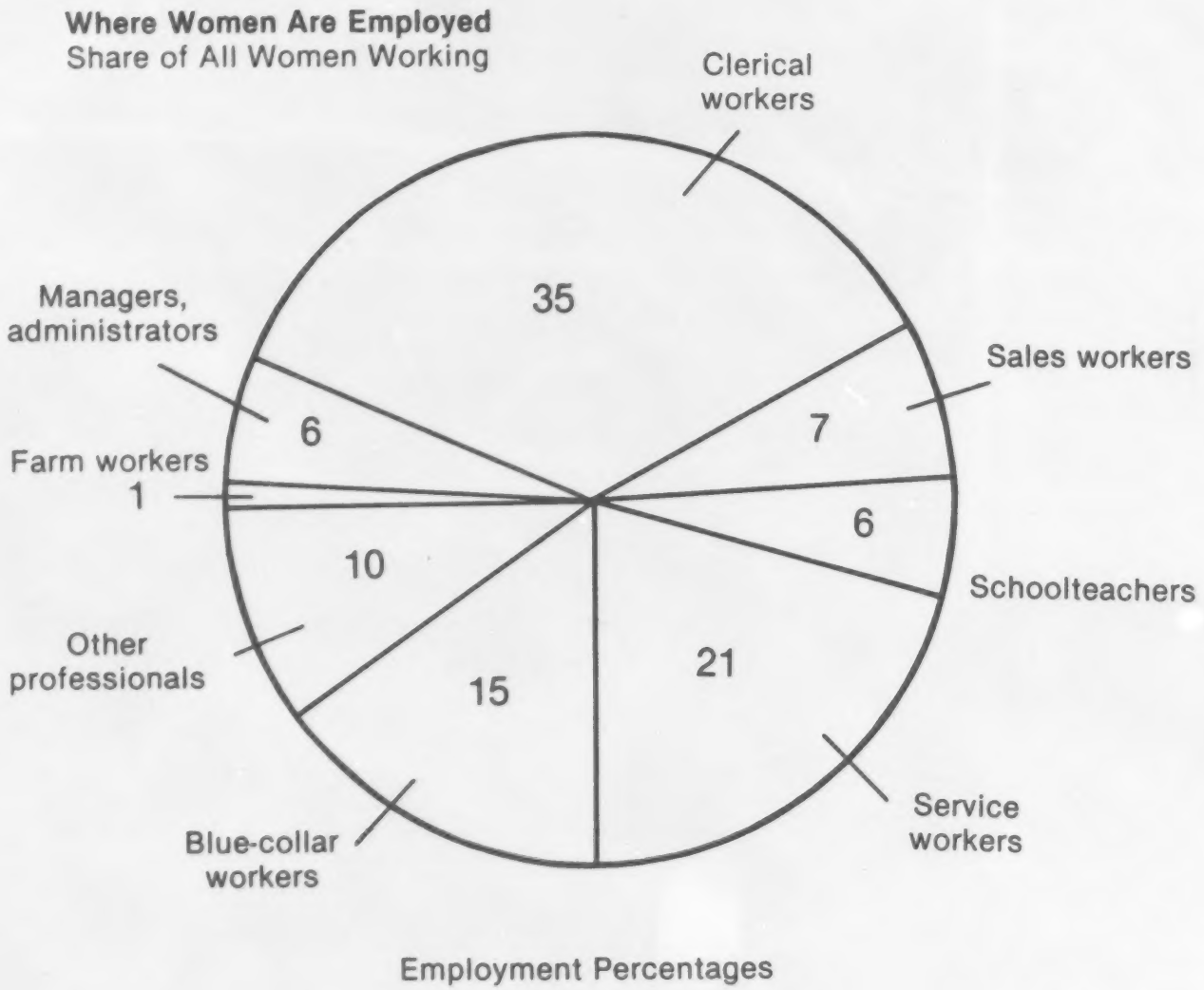
Proportion of Women Working in Major Occupational Groups



U.S. NEWS & WORLD REPORT, Jan. 15, 1979

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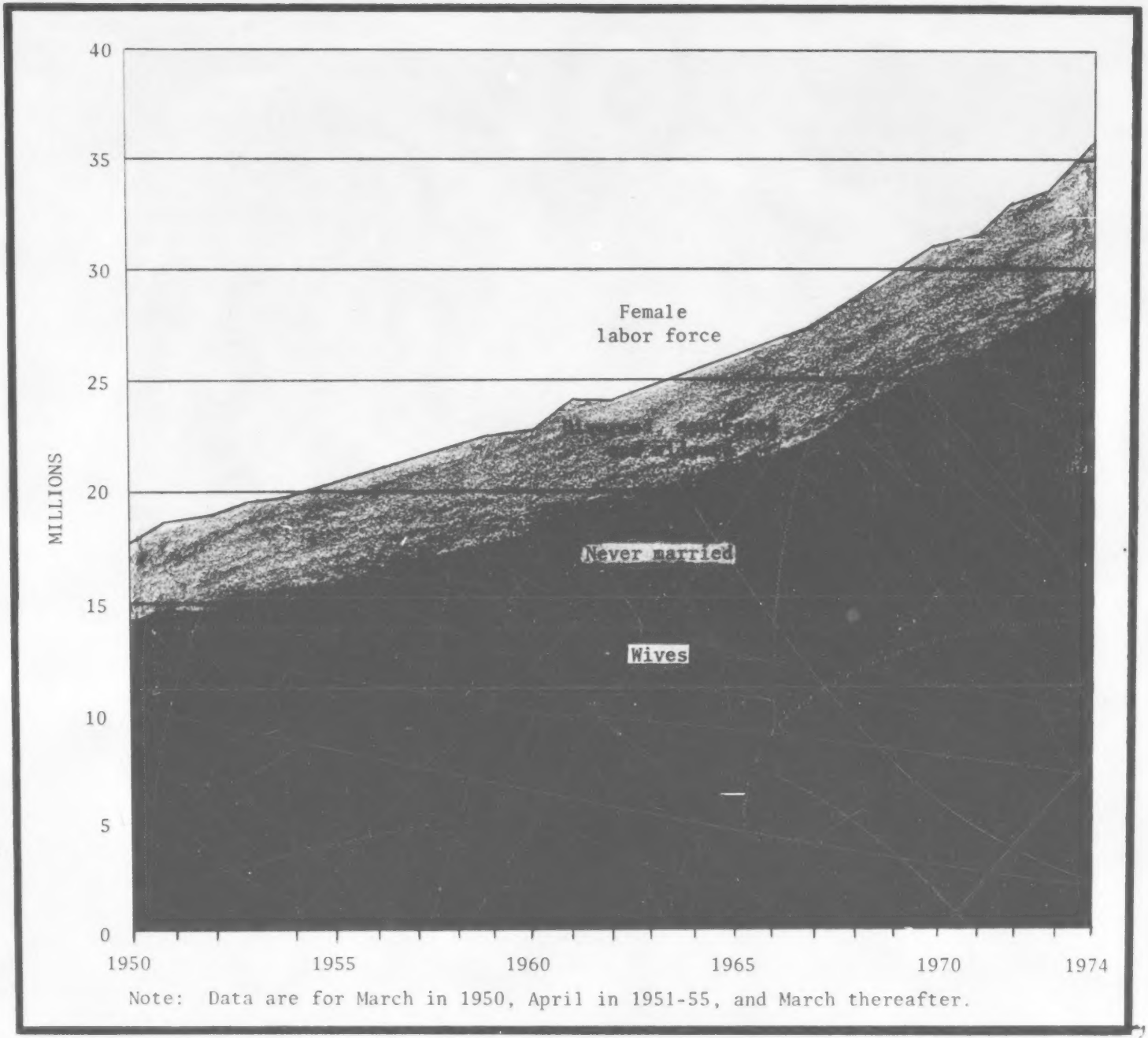
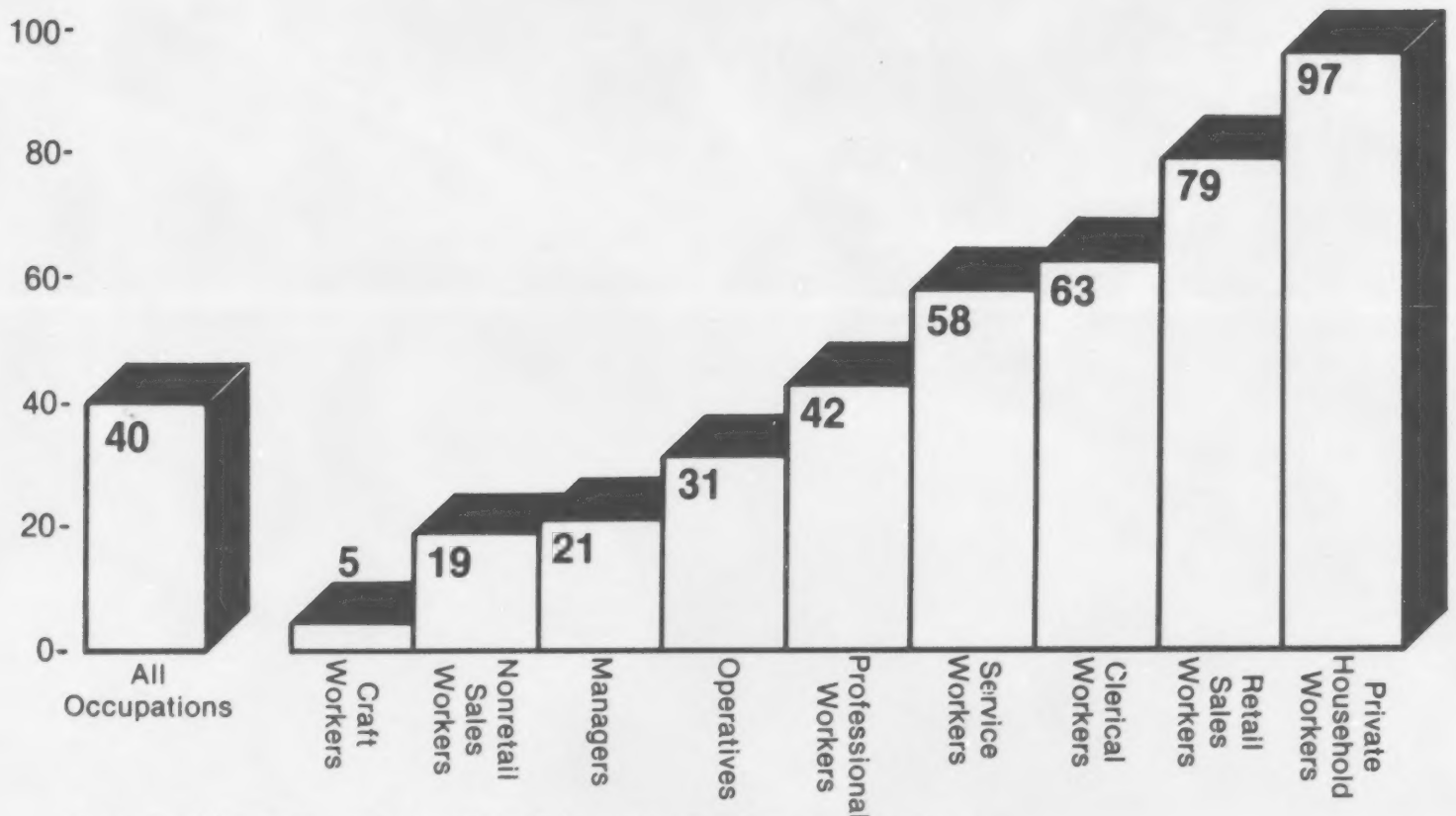
Women in the labor force by marital status, 1950-74



Note: Data are for March in 1950, April in 1951-55, and March thereafter.

The number of married women in the labor force has more than doubled since 1950.

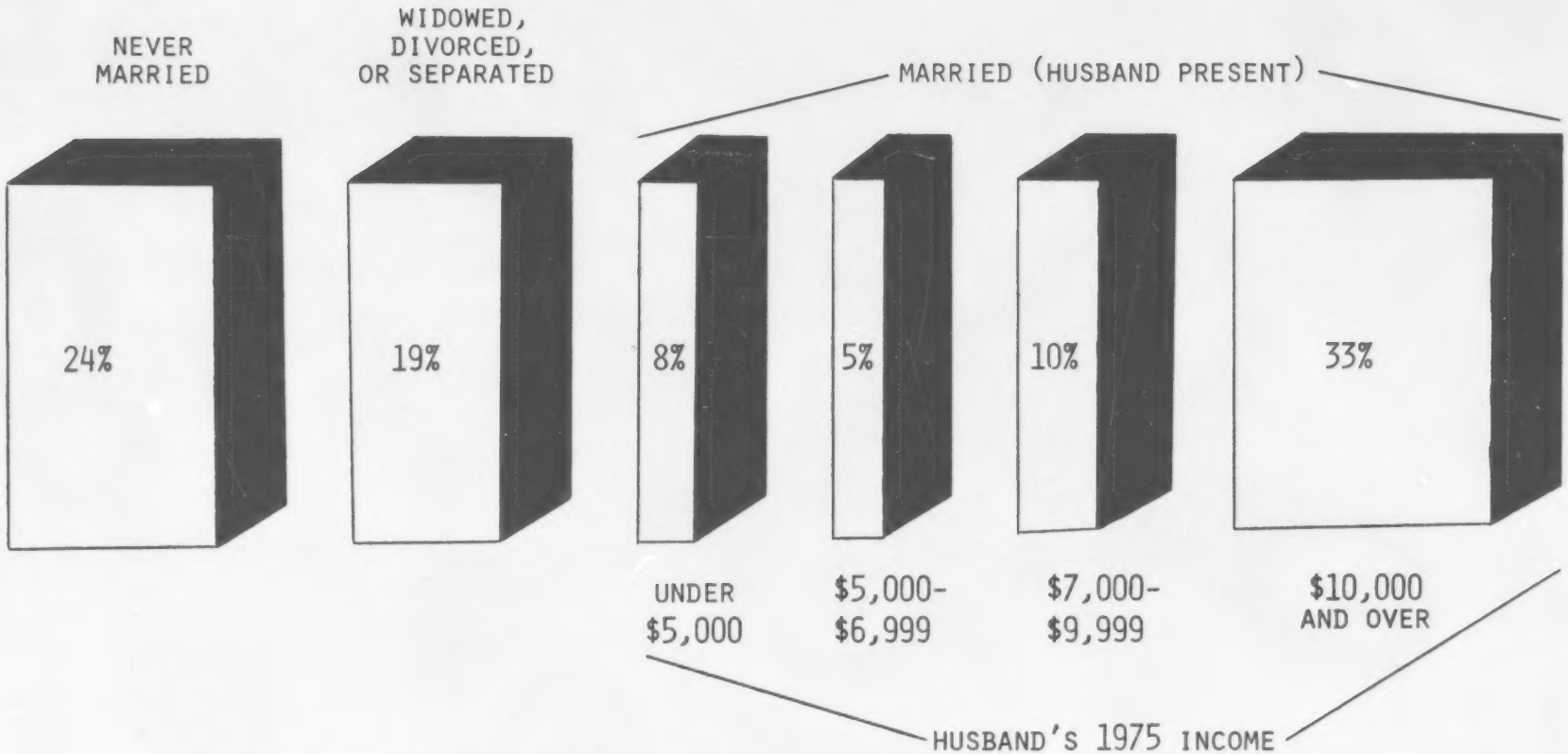
Women Are Underrepresented as Managers and Skilled Craft Workers



Source: Prepared by the Women's Bureau, Office of the Secretary, from 1977 annual average data published by the Bureau of Labor Statistics, U.S. Department of Labor.

Most Women Work Because of Economic Need

(WOMEN IN THE LABOR FORCE, BY MARITAL STATUS, MARCH 1976)



Source: Prepared by the Women's Bureau, Employment Standards Administration, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.

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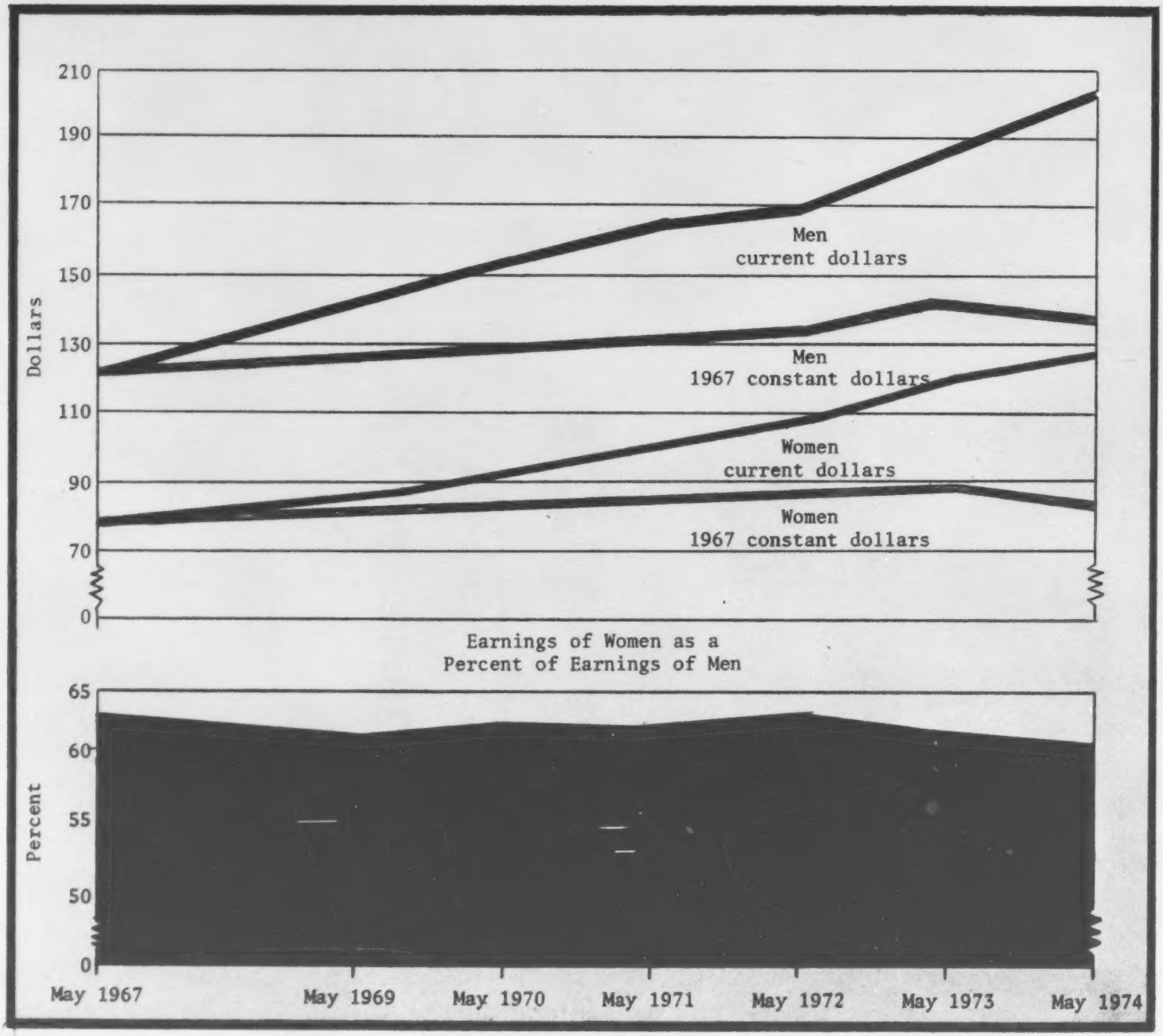
Median usual weekly earnings of full-time wage and salary workers by sex, 1967-74

From 1967 to 1974, median weekly earnings of full-time women workers remained at about 60 percent of the earnings of men working full-time. During this period, the earnings of both ment and women rose about 60 percent - but only about 10 percent after allowing for inflation.



VOCATIONAL EDUCATION ENROLLMENTS AND AVERAGE ENTRY EARNINGS, 1972

JOB CATEGORY	AVERAGE HOURLY ENTRY EARNINGS FOR SKILLED WORKERS	PERCENT MALE	PERCENT FEMALE
PLUMBING AND PIPEFITTING	$8.15	99.9	.1
MASONRY	7.87	99.2	.8
CARPENTRY	7.55	98.5	1.5
AUTO BODY AND FENDER	6.52	99.1	.9
REFRIGERATION	6.25	92.7	7.3
AUTO MECHANICS	6.15	97.7	2.3
AIR CONDITIONING	5.12	96.0	4.0
ELECTRICAL OCCUPATIONS	5.04	98.9	1.1
APPLIANCE REPAIR	4.87	97.0	3.0
DENTAL HYGENIST	4.28	3.6	96.4
METALWORKING OCCUPATIONS	4.21	99.0	1.0
COSMETOLOGY	3.75	0.0	94.0
FOOD AND NUTRITION	3.60	13.8	86.2
STENO/SECRETARIAL AND RELATED	3.16	4.0	96.0
CHILD DEVELOPMENT	3.13	4.0	96.0
PRACTICAL NURSE	3.00	5.6	94.4
CLOTHING AND TEXTILES	2.61	2.0	93.0
FILING AND OFFICE MACHINES	2.40	17.8	82.2

ADAPTED FROM WOMEN IN VOCATIONAL EDUCATION BY PROJECT BASELINE, AS REPORTED IN LEARNER, BERGSTROM, AND CHAMPAGNE, EQUAL VOCATIONAL EDUCATION, CENTER FOR HUMAN RESOURCES, UNIVERSITY OF HOUSTON, 1976.

NATIONAL DISTRIBUTION OF FEMALES AND MALES IN VOCATIONAL EDUCATION PROGRAMS, 1978

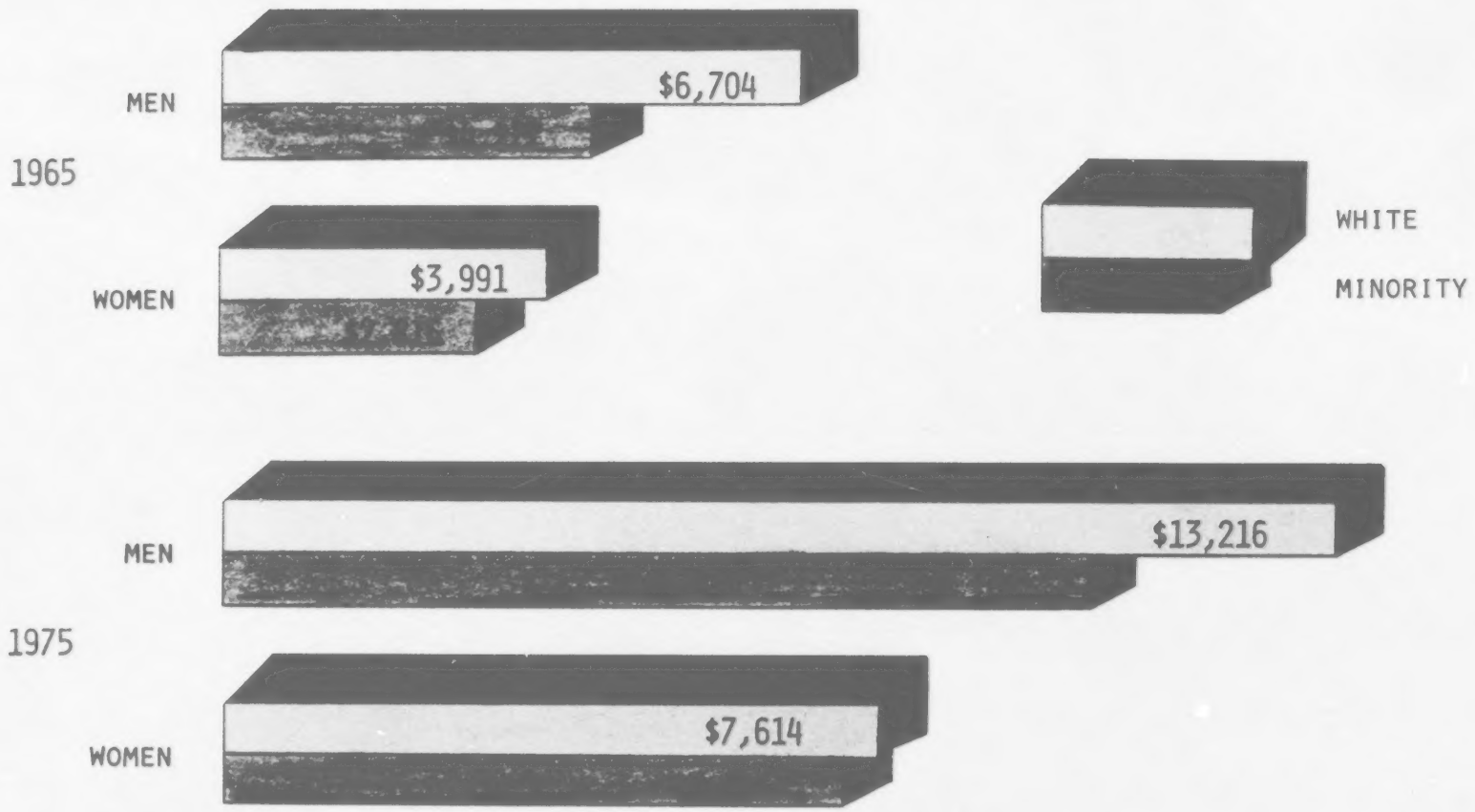
	PERCENT FEMALE	PERCENT MALE
Agriculture	17.3	82.7
Distribution	51.4	48.6
Health	77.9	22.1
Consumer and Homemaking	81.2	19.8
Occupational Home Economics	82.4	17.5
Office	75.6	24.4
Technical	17.6	82.4
Trade and Industry	15.4	84.6

HEW Division of Vocational and Technical Education, **Status of Vocational Education in 1978, 1979** .

SOUTH CAROLINA STATE DISTRIBUTION OF MALES AND FEMALES
IN VOCATIONAL EDUCATION PROGRAMS,
1980-81 ENROLLMENT

	% FEMALE	% MALE
AGRICULTURE	12.9	87.1
MARKETING AND DISTRIBUTIVE EDUCATION	65.0	35.0
HEALTH	92.0	8.0
CONSUMER AND HOMEMAKING	76.6	23.4
OCCUPATIONAL HOME ECONOMICS	75.6	24.4
BUSINESS AND OFFICE OCCUPATIONS	74.2	25.8
TRADE AND INDUSTRY	18.8	81.2
PRE-VOCATIONAL	19.5	80.5
INDUSTRIAL ARTS	11.2	88.8

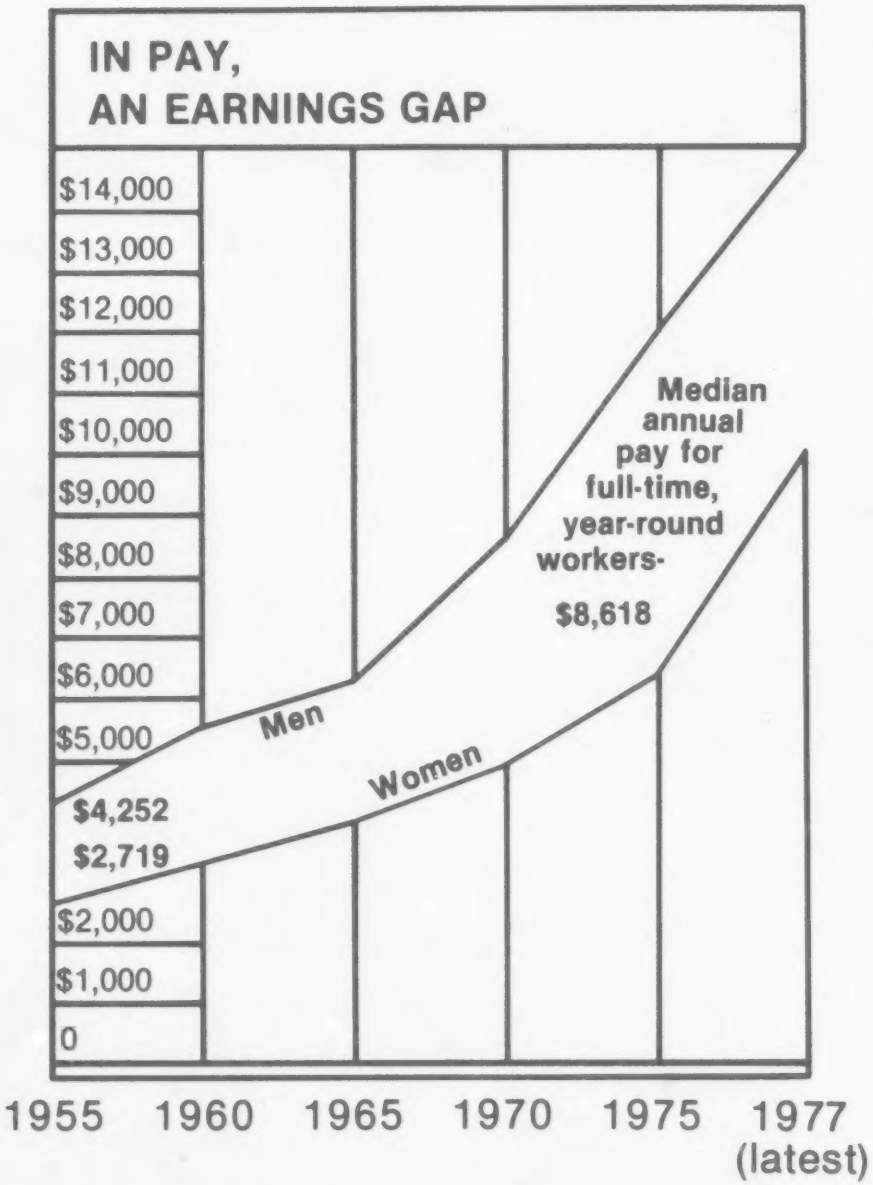
Fully Employed Women Continue To Earn Less Than Fully Employed Men of Either White or Minority* Races



*Includes all races other than white.

Source: Prepared by the Women's Bureau, Employment Standards Administration, U.S. Department of Labor, from data published by the Bureau of the Census, U.S. Department of Commerce.

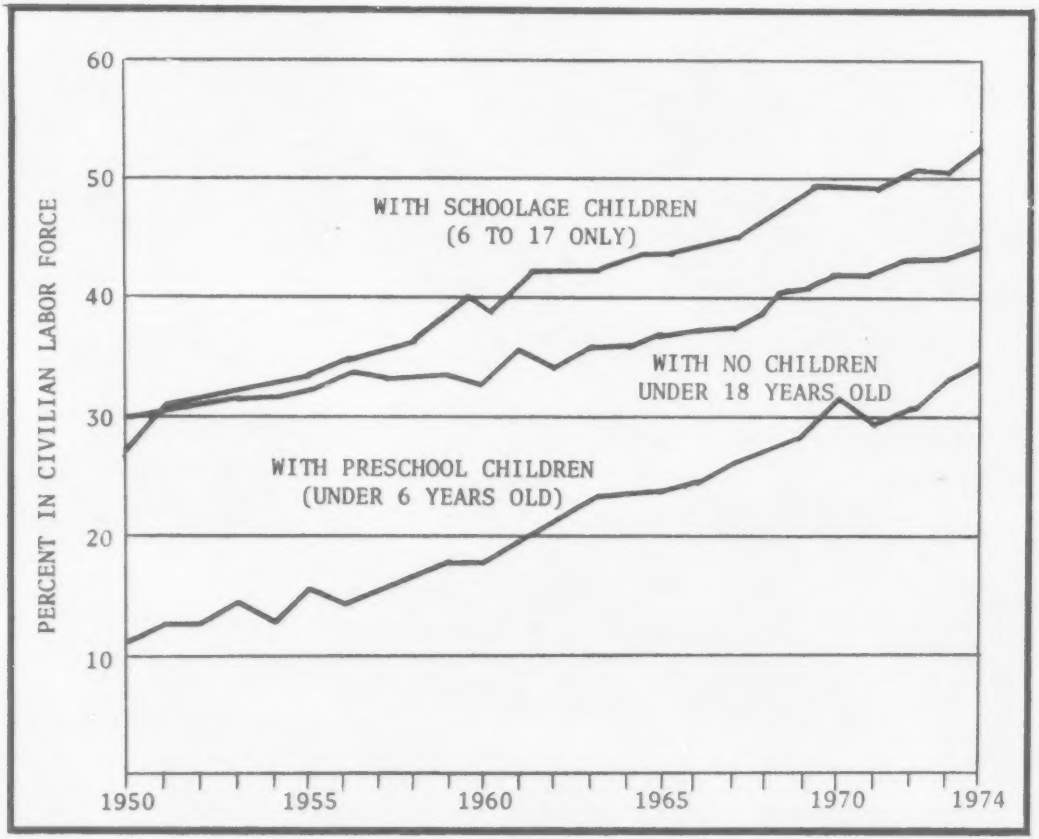
August 1977 GPO 921-071



The typical woman employee, therefore, was paid 58.9 percent of what the typical male worker earned in 1977, down from 63.9 percent in 1955.

Source: U.S. Depts. of Labor and Commerce; National Science Foundation.

LABOR FORCE PARTICIPATION RATES OF MARRIED WOMEN BY PRESENCE AND AGE OF CHILDREN, 1950-1974



SOURCE: U.S. Working Women - A Chartbook, U.S. Department of Labor. Bureau of Labor Statistics. Bulletin #1880. 1975.

UNIT II

Objective

To provide background information on the legal context of educational equity in vocational education.

Activities

1. Sex Discrimination in Vocational Education: What Does the Law Say?
2. Case Studies
3. Comparison of Title II and Title IX

Resources

Summary of Non-discrimination Laws

SAMPLE AGENDA

UNIT II

8:30 - 8:35 a.m.	Welcome and Introductions	5 minutes
8:35 - 8:40 a.m.	Purposes of Workshop	5 minutes
8:40 - 8:45 a.m.	Overview of Workshop Program	5 minutes
8:45 - 9:05 a.m.	*Lecturette: Summary of Non-discrimination Laws	20 minutes
9:05 - 9:20 a.m.	Activity 1, "Sex Discrimination in Vocational Education: What Does the Law Say?"	15 minutes
9:20 - 9:30 a.m.	BREAK	10 minutes
9:30 - 9:55 a.m.	Activity 2, "Case Studies"	25 minutes
9:55 - 10:15 a.m.	Activity 3, "Comparison of Title II and Title IX"	20 minutes
10:15 - 10:30 a.m.	Closing Remarks	15 minutes

* Lecturette may follow Activity 1 and/or 3.

** Audiovisual aids on a variety of topics are available that may be relevant to this Unit. See Resource List in Unit VI.

BACKGROUND INFORMATION

The Education Amendments of 1976 amend the Vocational Education Act of 1963, the legislation which authorized Federal assistance to States for support of vocational education programs. The Amendments make two major changes in the 1963 legislation. First, the Amendments establish a single block grant to the States in place of the various categorical grants for vocational education funds. Eighty percent of a State's block grant is a 'basic grant;' the other 20 percent is for program improvement and supportive services. Within each of these two categories, the States have a number of options for using their vocational education funds. The only programmatic areas that remain funded outside the block grant are consumer and homemaking education and special programs for the disadvantaged. Second, the Amendments establish new requirements regarding State planning procedures for use of Federal vocational funds; they require involvement of a wider range of groups and individuals in the planning process.

One of the major purposes of the Amendments is the overcoming of sex bias and discrimination in vocational education. Provisions relating to sex bias and discrimination are incroporated in all three of the Amendments' major sections related to vocational education: requirements for the administration of State and local vocational education programs, provisions governing State use of vocational education funds, and requirements for national vocational education programs. Although most of the provisions of the Amendments apply directly only to Federal and State programs of vocational education, they do establish priorities and procedures which will affect the design and delivery of vocational education programs by local education agencies.

Since the Federal Vocational Education Act is currently undergoing the reauthorization process, you will need to check on the current status of that law. If major changes have occurred, you may choose to use an updated handout.

Other laws dealing with discrimination that impact on sex equity, however, are long-standing and may be in effect for many years. A brief overview of these laws could be beneficial to the audience, depending on their previous familiarity with these laws.

SEX DISCRIMINATION IN VOCATIONAL EDUCATION: WHAT DOES THE LAW SAY?

Directions: Listed below are twelve items which relate to sex discrimination/ sex equity in vocational education policies, programs, and practices. Please read each item and make a determination as to how the requirements of the Title IX regulation apply to each. Mark the items in the following way in the blanks provided:

P - if you believe it is prohibited by Title IX

R - if you believe it is required by Title IX

NA - if you believe that Title IX is not directly applicable to the item

1. Requiring females to demonstrate basic mechanical proficiency before admitting them to an auto mechanics class; not requiring such a demonstration by males. _____

2. Maintaining single sex vocational clubs; for example, denying females entrance into Future Farmers of America. _____

3. Developing programs to recruit both females and males into vocational education programs not traditional for either sex. _____

4. Developing curriculum materials on the changing roles of women and men and women's entry into the work force for use in home economics courses. _____

5. Assigning students to work experience programs according to an employer's preference for either male or female students. _____

6. Requiring females in trades and industry programs to produce a guarantee of future employment before admission; making no such requirement of males. _____

7. Developing publicity programs related to the elimination of sex bias in vocational education. _____

8. Reviewing all vocational education course enrollments to identify courses in which enrollments are 80 percent male or 80 percent female; ensuring that these enrollments are not the result of sex discrimination in counseling. _____

9. Providing special programs for homemakers who, as a result of divorce or separation, must seek employment. _____

10. Revising recruitment materials for vocational education programs to ensure that they do not imply, either in texts or photographs, that certain programs or occupations are more appropriate for one sex than for the other. _____

11. Refusing to hire a qualified male to teach child development because most students in the program are females and he "might cause problems." _____

12. Refusing to admit females to a technical program because there is only one restroom in the building where the program is housed and this restroom is used by males. _____

TITLE IX CASE STUDIES

Directions: Read each case study and discuss your response to each of the cases listed below.

Case 1

There's a work-study program at the high school I attend that contacts employers and provides support for students on the job. Four of the firms involved in this program refuse to hire females. Although the school administration has talked to the company officials about this policy, they still refuse to change their hiring practices. I'd really like to work for one of these companies. Can you help me get the job?

Case 2

I want to take a course in Clothing Constructions at my high school, but when I talked to my counselor, he told me I would probably prefer to take a course in Singles Living instead. He said that the other boys might laugh at me if I took Clothing Construction. I'm not concerned about the other students. I checked the course catalog, and found there are no prerequisites for the class. However, the counselor has to sign for me to take any course. What can you do to help me?

Case 3

As counselor in the district, I am aware of, and sensitive to my responsibilities under Title IX. Several months ago, Bob Brown, metal shop teacher, told me that if I scheduled any female into his class, she would be back in my office within two weeks. Jane Lawrence expressed an interest in metals this fall and I scheduled her into a metals class. In ten days she was back, complaining that she was harassed by the teacher and other students. I have responsibilities under Title IX; don't teachers, too? What should I do about this?

Case 4

The Summerfield Vocational Technical School offers all courses of study to both sexes. We do not discriminate. At this time, the course in sheet metal is particularly desirable because we currently have numerous job opportunities for our graduates. However, the companies that hire our graduates have indicated that females are not needed in sheet metal work. The job is very demanding. For example, the sheet metal worker must be able to lift at least one hundred pounds of metal on many occasions. The companies indicated that females are generally not able to meet this requirement.

Therefore, in order to protect the interests of the students as well as to provide an opportunity for more of our students to participate in the sheet metal course, we ask that female students provide us with verification that they have employment when they complete this course. Since males have no difficulty getting hired, we have not required this from them. I have been told that this practice violates a federal law, but if the companies won't hire the young women, what is the use of training them? As the shop teacher, I don't want to be unfair. What can you do to help me work out this problem?

COMPARISON OF TITLE II AND TITLE IX

Directions: Indicate in the space provided next to each statement if you believe the statement to be False (F) or True (T).

1. Title IX addresses the issues of sex discrimination only, which generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. _____

2. Title II addresses sex discrimination; sex bias, "behavior resulting from the assumption that one sex is superior to the other;" and sex stereotyping, "attributing behaviors, abilities, interests, values, and roles to a person on the basis of sex." _____

3. The Title IX regulation applies directly to local education agencies and institutions. _____

4. Title II of the 1976 Education Amendments primarily applies directly only to state and federal vocational education programs. _____

5. Title II affects local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies, which in turn affect State funding of various local vocational education programs and institutions. _____

6. Title IX specifies a variety of forms of discrimination in education to include prohibition of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, and student employment. _____

7. Title II complements the specific prohibitions of sex discrimination which are established by the Title IX regulation with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and an authorization to states to use Federal monies for this purpose. _____

ANSWER SHEETS

SEX DISCRIMINATION IN VOCATIONAL EDUCATION:
WHAT DOES THE LAW SAY?

1. P - Sex differentiation in criteria or procedures related to courses or program admissions is prohibited under Title IX.

2. P - Sex segregation in extracurricular activities is prohibited under Title IX.

3. NA - Special recruitment efforts are not required under Title IX, but they might be undertaken as a remedial step to correct the effects of past discrimination in course or program admissions. (Under the 1976 Education Amendments, State vocational education agencies may offer incentives to local program which undertake efforts to recruit students into vocational education programs which are nontraditional for their sex.)

4. NA - Title IX makes no requirements for curriculum content. (The 1976 Education Amendments require that Federal funds allocated for consumer and homemaking programs must be used to support the development of home economics curriculum materials related to changing roles of women and men and women's participation in the paid labor force.)

5. P - Title IX prohibits making employment or work program assignments to students on the basis of sex; schools may not provide assistance to employers or facilities which so discriminate.

6. P - Sex differentiation criteria or procedures related to course or program admission is prohibited under Title IX.

7. NA - Title IX makes no requirements for publicizing efforts to eliminate sex discrimination in programs, although publicity programs might be undertaken as a remedial step to correct the effects of past discrimination. (The 1976 Education Amendments require State vocational education agencies to take actions to create awareness of efforts made to reduce sex stereotyping in vocational education; they may also offer incentives to local programs which take such actions.)

8. R - Title IX requires all education agencies and institutions to take steps to ensure themselves that disproportionate female/male course enrollments are not the result of sex discrimination in counseling or counseling materials.

9. NA - Title IX makes no requirements for curriculum content. (The Education Amendments of 1976 require that states must use Federal funds to provide vocational education programs for persons who have been homemakers but who are seeking employment as a result of separation or divorce.)

10. R - Title IX provides that education agencies and institutions may not use recruitment or other materials which imply different sex treatment of students or employees on the basis of sex.

11. P - Refusing employment to a qualified person on the basis of sex, or the predominant sex of the students to be taught is in violation of Title IX requirements.

12. P - Refusing to admit students to a course or program because of lack of available facilities is prohibited under Title IX, schools are required to make some provision for nondiscriminatory use of existing facilities.

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TITLE IX CASE STUDIES

Considerations in possible conclusions to each of the case studies.

Case 1

Has the school done a good job in promoting the best student for the job, regardless to sex? If so, the school should share with the employer information pertaining to their previous working relationship and that they took pride in producing good students that have been successful during their employ. Additionally, the employer should be provided information concerning federal nondiscrimination laws.

Case 2

Perhaps this student should question the counselor as to why a course in Singles Living would be more beneficial than one in Clothing? If the answer is not satisfactory, the student should inform the counselor of his rights under Title IX. If that does not get the desired response, the student should find out about the Title IX grievance procedure.

Case 3

In this case, possibly the counselor should schedule a conference with the teacher, detailing school policies relating to Title IX as well as Federal requirements. More importantly, the counselor should provide information to this teacher concerning the value of his class to all of the students that sign up. The teacher should be encouraged to manage his class so as to create an atmosphere conducive to peer support to the nontraditional student. Further steps could be taken if the teacher is still adamant about not having females enrolled.

Case 4

The shop teacher should, first of all, attempt to verify if the strength requirement is a bonafied qualification for the job. If it is not, this would, no doubt, invalidate the process of requiring such verification from any student. In any event, this practice should be curtailed because it is illegal. Further, some relationship and understanding needs to be established between the shop teacher and the company concerning their roles and responsibilities to doing what is in their best interest, which is to uphold the law.

*COMPARISON OF TITLE II AND TITLE IX

1. T
2. T
3. T
4. T
5. T
6. T
7. T

*See supplement which follows this answer sheet for additional information.

(Supplement to Answer Sheet 1-C)

COMPARISON OF THE 1976 EDUCATION AMENDMENTS (TITLE II) AND TITLE IX

The provisions of the Education Amendments of 1976 which pertain to sex discrimination and sex bias are similar to the requirements of Title IX (Education Amendments of 1972) in basic intent: both are directed at ensuring that equal opportunities are provided to females and males in vocational education programs. There are, however, several significant differences between Title IX and the Amendments:

* Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only address sex discrimination, which is defined as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex," but also sex bias, or "behavior resulting from the assumption that one sex is superior to the other," and sex stereotyping, or "attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.

* The Title IX regulation applies directly to local education agencies and institutions; with the exception of the local advisory council provision, the Education Amendments of 1976 apply directly only to State and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies, which in turn affect State funding of various local vocational education programs and institutions.

* Title IX specifies a variety of forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are established by the Title IX regulation with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and an authorization to States to use Federal monies for this purpose.

1.

Summary of
Non-Discrimination Laws

Of these laws, acts, orders	Covering	Enforced by
The Equal Pay Act of 1963 requires the same pay for men and women doing equal work, requiring equal skill, effort, and responsibility under similar working conditions in the same establishment. (Amends the Fair Labor Standards Act)	Same as minimum wage provisions of the Fair Labor Standards Act, plus executive, administrative, and professional employees and outside sales personnel.	Wage and Hour Division Employment Standards Administration U.S. Department of Labor
Title VII of the Civil Rights Act of 1964 (as amended by the Equal Employment Opportunity Act (EEO) of 1972). Together these laws prohibit discrimination because of race, color, religion, sex, or national origin, in any term, condition or privilege of employment.	All establishments with 15 or more employees.	The U.S. Equal Employment Opportunity Commission (EEOC) conciliates - and may ultimately go to court.
Executive Order 11246, as amended by E.O. 11375, prohibits discrimination in employment; requires affirmative action.	All establishments with Federal contracts over $10,000.	In accordance with Memorandum of Understanding, the Office of Federal Contract Compliance Programs refers individual complaints to EEOC for investigation.
Revised Order No. 4 requires and spells out elements of a written affirmative action program.	Supply and service contractors and sub-contractors with 50 or more employees and a contract of $50,000 or more.	

(continued on next page)

Of these laws, acts, orders	Covering	Enforced by
Executive Order 11478 (along with special provisions of E.E.O. Act of 1972). Same provisions as E.O. 11246.	All Federal departments and agencies.	U.S. Civil Service Commission.
The Age Discrimination in Employment Act of 1967 (as amended by the Fair Labor Standards Amendments of 1974) promotes the employment of the older worker based on ability rather than age; prohibits arbitrary age discrimination in employment.	Protects individuals 40-65 years old from discrimination by private employers of 20 or more persons; by all public agencies, employment agencies; labor organizations.	For private, State, and local government employees: Wage and Hour Division Employment Standards Administration U.S. Department of Labor. For Federal employees: U.S. Civil Service Commission
Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex against employees or students of educational institutions receiving Federal aid.	All academic or educational organizations which receive or benefit from Federal aid (with certain exceptions).	Office for Civil Rights U.S. Department of Health, Education and Welfare
The Rehabilitation Act of 1973, as amended, provides for affirmative action policies for the employment and advancement of the handicapped.		
Section 501 deals with the public sector.	Federal and State agencies.	U.S. Civil Service Commission and U.S. Department of Health, Education and Welfare.
Section 502 deals with architectural barriers.		
Section 503 deals with those in the private sector.	Federal contractors and subcontractors.	Office of Federal Contract Compliance Programs, Employment Standards Admin., U.S. Department of Labor.

2. Two mandates are linked more directly to educational equity in general and sex equity in vocational education in particular: these are Title IX of the Education Amendments of 1972 and Title II of the 1976 Education Amendments, PL 94-482.

Title IX

Sections of the Title IX regulation that impact primarily on educational institutions which receive Federal financial assistance include the following:

86.3 Conduct a self-evaluation to identify sex discrimination by July 21, 1976.

As a part of this requirement, recipients must:

* Evaluate their policies and practices concerning both employment (both academic and nonacademic) and students (treatment and, where applicable, admission).

* Modify any policy or practice which discriminates on the basis of sex.

* Take "appropriate remedial steps" to eliminate the effects of discrimination.

* Have these materials on file for at least three years after the completion of the evaluation.

Title II

Provisions of the 1976 Amendments, Title II, which relates to sex equity in vocational education are organized within three major categories:

* requirements for administration of State and local vocational education programs

* provisions governing State use of vocational education funds

* requirements for national vocational education programs

Relevant provisions in each of these categories will be summarized in this section.

Requirements for Administration of State and Local Vocational Education Programs

There are five major administrative requirements for State and one for local vocational education programs which are related to the overcoming of sex discimination and sex stereotyping in vocational education. They include:

a. Designating full-time personnel to eliminate sex bias and discrimination in vocational education programs.

All States which receive Federal vocational education monies must designate personnel to work full-time with the State board of vocational education in:

* "furnishing equal educational opportunities in vocational education programs to persons of both sexes; and

* eliminating sex discrimination and sex stereotyping from all vocational education programs." (§ 104.72)

b. Representing women's concerns on the State and local advisory councils for vocational education.

All States are required to include on their advisory councils for vocational education representatives who are "women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education."

c. Including policies to eradicate sex discrimination in State five-year plans for vocational education.

Each State must include in its five-year plan for vocational education a detailed description of the policies it will follow to ensure equal access to vocational education programs by both women and men. Each description must include a statement of actions which will be taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs and of incentives adopted by the State for local education agencies and institutions of vocational education to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex stereotyping in training for and placement in all occupations.

d. Evaluating vocational education programs for service to women.

Each State board of vocational education is required, during the five-year period of the State plan, to evaluate each vocational education program or project supported by Federal, State, and local funds. Among the items to be evaluated are those services provided to women as one of several special populations. (§ 104.402)

Provisions Governing the State Use of Vocational Education Funds

The provisions of the Education Amendments covering State use of Federal funds for local vocational education programs distinguish between these areas in which States are required to expend funds and those areas where States may elect to expend funds.

From their basic grants for vocational education programs, States must expend funds for the following category of services:

* Vocational education programs for displaced homemakers.

States must use funds under their basic grants, in accordance with approved five-year and annual program plans, to provide vocational education services for:

- persons who have been homemakers but who are seeking employment as a result of separation or divorce.

- single heads of households who lack adequate job skills.

- persons (female and male) who are in jobs which have been traditionally considered appropriate for their sex and who wish to seek jobs in areas which have not been traditionally considered appropriate for persons of their sex. (§ 104.621)

These programs must include three components:

- organized education programs to prepare persons in these special groups for employment.

- special courses preparing these persons in ways to seek employment.

- placement services for graduates of these special programs. (§ 104.622)

States may use basic grant funds for the following services:

* Support services for women.

States may use funds under their basic grants to provide support services for women entering vocational education programs designed to prepare persons for jobs which have been traditionally limited to men. (§ 106.601) Among the services which might be provided (when included in an approved five-year or annual program plan) are:

- Counseling--counseling women entering or enrolled in nontraditional programs on the nature of the programs and the difficulties which may be encountered by women; furnishing supportive services to assist students in adjusting to the new employment requirements.

- Job development--providing materials and information to women regarding the opportunities available in nontraditional fields; providing women students opportunities to visit workplaces to observe work and work settings in jobs

in nontraditional fields; bringing women into the schools to provide women students with information regarding the nature of work in these fields.

- Job follow-up support--assisting women students in finding employment relevant to their training and interests; assisting students in the work force to deal with barriers experienced by women working in nontraditional areas. (§ 104.602)

- Increasing the number of women instructors in nontraditional fields--increasing the number of women instructors working in programs which have traditionally enrolled predominently males in order to provide supportive examples to women who are preparing for jobs related to these nontraditional programs. (§ 104.603)

* Day care services for children of students.

States may also use funds under their basic grants (when this use is specified in approved five-year and annual program plans) to provide day care services for students, including both females and males and single parents, in secondary and postsecondary vocational and education programs. (§ 104.61 and § 104.612)

With the program improvement and supportive services funds of their block grant, States may support the following services:

* Programs to overcome sex stereotyping.

States may use Federal funds allocated for program improvement activities to support programs which are directed toward overcoming sex stereotyping in vocational education. Programs related to sex stereotyping may be funded in any of the three basic categories of program improvement services:

- Research--funds may be used for developing new curriculum materials or reviewing and revising curricula to eliminate stereotypes based on sex, race, or national origin. (§ 104.705)

- Exemplary and innovative programs--States must give priority in the awarding of funds for exemplary and innovative projects to those which are designed to reduce sex stereotyping in vocational education. (§ 104.706)

- Curriculum development--funds may be used for the development and dissemination of curriculum, guidance, and testing materials designed to overcome sex bias in vocational education programs; and for support services to assist teachers in meeting the needs of students enrolled in

vocational education programs which have been traditionally limited to members of the opposite sex. (§ 104.708)

* Vocational guidance and counseling.

Funds made available to States for program and support services may be used to support several vocational guidance activities which can provide supportive services to women or contribute to the eradication of sex stereotyping in vocational education. Among those programs which may be funded are:

- training programs which are designed to provide counseling and guidance personnel with information regarding:
  - -- the changing work patterns of women.
  - -- ways of overcoming occupational sex stereotyping.
  - -- ways of assisting girls and women in selecting careers solely on the basis of their occupational needs and interests.
- vocational resource centers designed to meet the vocational guidance and counseling needs of special populations, including persons entering or reentering the job market late in life (a significant proportion of these persons are likely to be women). (§ 104.763)

* Vocational education personnel training.

Funds made available to States for program improvement and supportive services may be used for in-service training to assist vocational education teachers and other staff to overcome sex bias in vocational education programs. (§ 104.774)

* Grants to overcome sex bias.

States may use funds allocated for program improvement and supportive services to award grants to projects designed to overcome sex bias in vocational education. Awards are to be made in accordance with approved five-year and annual program plans; they may be made to support such projects as: (§ 104.791, § 104.792)

- research on ways to overcome sex bias and sex stereotyping in vocational education.
- development of curriculum materials free of sex stereotyping.
- development of criteria for the review of curriculum materials for sex stereotyping.

- examination of existing curriculum materials for sex stereotyping.

- training to assist counselors, administrators, and teachers in ways of overcoming sex bias and assisting girls and women in selecting careers.

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UNIT III

Objective

To enable participants to assess curriculum materials and counseling (guidance/placement) materials to determine how fairly males and females are represented in them.

Activities

1. Sexism in Language
2. Eliminating Sex Bias and Sex-Role Stereotyping From Publications
3. Checklist for Evaluating Sex-Role Stereotypes in Readers

Resources

1. Sex Equity and Education Materials
2. Guidelines for Equal Treatment of the Sexes in McGraw Hill Book Company Publications

SAMPLE AGENDA

UNIT III

8:30 - 8:35 a.m.	Welcome and Introductions	5 minutes
8:35 - 8:40 a.m.	Purposes of Workshop.	5 minutes
8:40 - 8:45 a.m.	Overview of Workshop Program	5 minutes
8:45 - 9:05 a.m.	Lecturette: Review of Studies/ Language Fact Sheet	20 minutes
9:05 - 9:20 a.m.	Activity 1, "Sexism in Language".	15 minutes
9:20 - 9:30 a.m.	BREAK	10 minutes
9:30 - 9:55 a.m.	Activity 2, "Eliminating Sex Bias and Sex-Role Stereotyping from Publications"	25 minutes
9:55 - 10:15 a.m.	Activity 3, "Checklist for Evaluating Sex-Role Stereotypes in Readers"	20 minutes
10:15 - 10:30 a.m.	Closing Remarks	15 minutes

*Audiovisual aids on a variety of topics are available that may be relevant to this Unit. See Resource List in Unit VI.

BACKGROUND INFORMATION

One of the subtle but salient ways that differential sex socialization is perpetuated is found in the images and language provided in textbooks, newspapers, television, magazines, etc. It is not surprising, therefore, that evidence of such bias would also be apparent in career materials and other counseling materials. In a national study of 84 randomly selected sets of career education materials designed for elementary and secondary levels, it was found that:

* Career education materials presented stereotyped occupational categories.
* Males were represented in far more occupational categories than females.
* When women were shown in nontraditional roles, they were frequently presented as "tokens" and treated superficially.

Materials commonly used by students and counselors to seek out information about careers include the Occupational Outlook Handbook, the Encyclopedia of Careers, and various pamphlets and brochures.

Unfortunately, however, such materials frequently contain stereotypic ideas about "men's jobs" and "women's jobs." Consider the large number of illustrations depicting women as elementary-level teachers. Even today it is rare that men are portrayed as early childhood or primary grade teachers. Based on the pictures of teachers in pre-school and elementary classrooms, it would not seem to an option for men to consider.

On the other hand, it is not surprising to realize that less than 4 percent of engineers are women. Since engineers are characteristically

illustrated as men, the suggestion is made that engineering is not a viable option for some women to consider.

As we move into examining materials for bias, it is essential that we remember that bias may be identified in nearly every type of printed material that comes to us or to our students. In addition to the Occupational Outlook Handbook and the Encyclopedia of Careers, resources such as brochures, pamphlets, college catalogs, curriculum guides, interest inventories, etc., may subtly channel our students in stereotypic directions.

LANGUAGE FACT SHEET

Research by various linguists, social scientists and educators indicates that for the majority of males and females who participated in their studies, words do make a difference.

When 100 children between nursery school and seventh grade were asked to respond to the word "man" in sentences such as "Man must work in order to eat," and "Around the world, man is happy,"

- a majority of the children interpreted "man" to mean males and not females.

When 50 high school students were asked to illustrate seven statements on human activities during early civilization, students drew:

- male figures for six of the seven statements when the words "man," "mankind" and "primitive man" were used.
- male figures for a majority of the statements when the words "people" and "human" were used.
- more females than previously for statements when the words "men and women" were used.

Three hundred college students were asked to select pictures to illustrate chapter title pages for a proposed sociology textbook. When the words

- "political man" and "urban man" were used, 64 percent of the students selected all male pictures.
- "political behavior" or "urban life" were used, only 50 percent of the students chose male pictures.

When college students in another study were asked to react to the masculine pronoun "he" in multiple choice statements, the word "he" was interpreted as

- male 407 times.
- female 53 times.

When high school students were asked to rate their interest in job advertisements written in neutral and varied language,

- females showed no interest in jobs labled as "frameman" or "lineman," but showed interest in jobs labeled as "framewoman."
- males showed no interest in "operator" or "sales representative" jobs when associated with the word "she" and showed an interest in "telephone operator" jobs when associated with the word "he."

FACT SHEET ON TEXTBOOKS AND MEDIA

Boys are "doers" and girls "are." This message is conveyed over and over again in educational materials and the media. Since 1970, numerous studies on picture books, early childhood and teenagers' books, elementary and secondary school textbooks and the media, including children's TV shows and advertising, confirm this observation. Here are some specific examples:

A study of 2,760 stories in 134 ELEMENTARY SCHOOL READERS by 14 publishers showed:

- one female biography story for every six male biographies.
- clever boys 131 times and clever girls 33 times.
- passive boys 19 times and passive girls 119 times.
- men in occupations 147 times and women in occupations 25 times.
- one adult female character for every three adult male characters.

Different studies of MATH TEXTBOOKS at the elementary and secondary levels showed:

- word problems dealing with money have males as the subject.
- word problems dealing with females have age, weight or color as the subject.
- word problems indicating roles show females making clothes, buying groceries or acting as housewives and males as building, painting, setting up things or going to work.
- only men are portrayed as mathematicians, scientists, doctors and astronauts.
- the higher the grade level, the more male-oriented the book becomes.

Various studies of the most frequently used SOCIAL STUDIES/HISTORY TEXTBOOKS showed:

- male-oriented language, i.e. people called "man."
- omission of women's accomplishments in history.
- women relegated to separate or lesser status than men.
- men in three times as many professions as women.
- males in seven times as many pictures as females.

In studies of SCIENCE AND INDUSTRIAL ARTS TEXTBOOKS, it was found that:

- nine out of 10 illustrations show boys doing experiments or handling equipment as compared to girls.

- male pronouns such as "he" are used to describe science/industrial arts teachers.
- physical properties illustrated in science and industrial arts textbooks are associated with traditional male roles.

A study of 100 SECONDARY HOME ECONOMICS TEXTBOOKS published from 1964-74 by 54 companies showed:

- nurturing males zero times and nurturing females 38 times.
- males in the home 52 times and females in the home 199 times.
- males interested in clothes 9 times and females interested in clothes 107 times.
- males interested in nutrition 17 times and females interested in nutrition 60 times.

A study of 10 most popular CHILDREN'S TV PROGRAMS showed:

- good males 67 times and good females 43 times.
- aggressive males 25 times and aggressive females 14 times.
- passive males 25 times and passive females 37 times.
- magical males 4 times and magical females 16 times.

Observations of TV AND MAGAZINE ADVERTISING show:

- boys as active and girls as passive.
- men as coming home from work and females as staying home, taking care of children, washing dishes and doing laundry.
- men as good-looking, mascular and athletic and women as sex objects.

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1. Harrison, L., "Cro-Magnon Woman--in Eclipse." The Science Teacher, April 1975, pp. 8-11.

2. Johnson, C. and Kelly, I.K., "He and She: Changing Language to Fit a Changing World," SRA Helps You Handle Stereotyping, 1976, 1, 4. (Science Research Associates, Inc., Department of Communications, 259 East Erie Street, Chicago, Illinois 60611) pp. 1-2.

3. Nilsen, A. P., "Grammatical Gender and Its Relationship to the Equal Treatment of Males and Females in Children's Books," unpublished thesis, College of Education, Graduate College of the University of Iowa, 1973, pp. 106-107, 121-132.

4. Schneider, J. W., and Hacker, S. L., "Sex Role Imagery and the Use of the Generic 'Man' in Introductory Texts: A Case in the Sociology of Sociology," The American Sociologist, 1978, 8, pp. 12-18.

REFERENCES FOR TEXTBOOK SECTION

5. University of the State of New York, Reviewing Curriculum for Sexism, (Division of Curriculum Development, State Education Department, Albany, N. Y. 12234) 1977, pp. 29 and 46.

6. U'Ren, M. B. "Woman in Textbooks," Women in Sexist Society: Studies in Power and Powerlessness, V. Cornick and B. K. Moran, (Ed.), N.Y.: Basic Books, 1971, pp. 218-225.

7. Weiss, S. F., Examination of Home Economics Textbooks for Sexist Bias, (Home Economics Education: Pennsylvania State University, University Park, PA 16802) 1976.

8. Women on Words and Images, Dick and Jane as Victims: Sex Stereotyping in Children's Readers (P.O. Box 2163, Princeton, New Jersey 08540) 1972.

9. Additional Guidelines for Evaluating Textbooks are available in:

   Johnson, L. O., Nonsexist Curricular Materials for Elementary Schools (The Clearing House on Women's Studies, The Feminist Press, Box 223, Old Westbury, N. Y. 11568) 1974, pp. 8-11.

SEXISM IN LANGUAGE

1. Do words make a difference? How would your students illustrate the following words?

_____ man _____ people _____ men and women

When three different studies asked students to respond to these words, students interpreted "man" to mean males only, "people" to mean mostly males, and "men and women" to mean both sexes. Such reactions by students to language reinforce what anthropologists like Margaret Mean and other linguists, social scientists and educators have been saying for years: that the English language has certain characteristics which show special treatment of one sex or the other. The way in which language is used conveys a society's prevailing value system and can indicate that one sex has more worth than another.

2. Does language affect your perception of sex? For each word, write M for male, F for female, or N for neutral to describe your first response to the work:

_____ foreman _____ human _____ person

_____ stewardess _____ operator _____ poetess

Those who have studied English point to two characteristics which account for the different treatment of the sexes: 1) words which exclude one sex or the other and 2) words which have a negative effect on one sex or the other.

Exclusionary Language

While research on exclusionary and negative language is not plentiful, it is generally acknowledged that English has a strong tendency to exclude. For example, how would you identify the sex in the following statements?

3. Indicate M for male, F for female, or N for neutral:

_____ 1) The average citizen pays his...
_____ 2) The stewardess served us...
_____ 3) The homemaker answered the...
_____ 4) The typical workman needs her...
_____ 5) Mankind has progressed...
_____ 6) The nurse uses his...

Did you have problems with four and six? Confusing, isn't it? Although some argue the words "man," "mankind," and "his" include both males and females, some words seem odd when used with "her" instead of "his." This is because of four exclusionary patterns in English:

1) the use of the word "man" as in "mankind," "primitive man," etc., to denote people of both sexes;

2) the use of the word "man" in occupations and titles as in "congressman," "businessman," "salesman," etc.;

3) the lack of a neutral singular pronoun meaning "one" or "one's," giving rise to the use of "he," "him" and "his" to refer to individuals whose sex is not mentioned, as in "each jogger should bring his lunch;"

4) the use of female words such as "poetess," "usherette," "aviatrix" and female qualifiers as "chairwoman," "woman lawyer," etc., all of which exclude males.

4.

Mark M for male and F for female for the sex described by each of the following words:

_____ scatterbrained	_____ sissy	_____ giggly
_____ henpecked	_____ tomboy	_____ red-blooded
_____ catty	_____ crybaby	_____ shy

Negative Language

A second language useage which differentiates treatment of the sexes is negative language or words like those above which are used for only one sex and have strongly negative connotations. (Frequently, however, the negative meaning of such words depends upon the situation in which the words are used. For example, the word "honey" to describe a female co-worker might be demeaning, but to describe one's spouse, it might mean endearment.)

Negative language describing females includes any patronizing girl-watching tone, sexual innuendos, jokes or puns such as focusing on physical appearance, treating women as weak, helpless, hysterical, or as objects of scorn, humor and unimportance. It includes stereotypes which portray females almost without exception as dependent on males as wives, daughters, mothers and sisters, etc., and fails to recognize their individuality. It shows females in menial positions or as charitable volunteers. It can suggest that females are inept in scientific reasoning, physical exertion, sports and the so-called male professions.

Negative language describing males includes references to males as inept in the home or with children, dependent on females for meals, clothes and understanding, calloused or insensitive to the feelings of others, preoccupied

with sexual escapades or empire building, or as objects of scorn, humor and hostility. Stereotyped language implies males are supermen, infallible, domineering and emotionally independent, and that they are their family's sole breadwinners and are expected to succeed in competitive sports, do-it-yourself jobs, science, medicine, industry, education, business and trades.

5.

In the world of government, business and education, the use of exclusionary and demeaning language is:

_____ illegal under certain circumstances

_____ a matter of personal choice

_____ totally illegal

What is being done about exclusionary and demeaning language? Following the example of the federal government which has eliminated exclusionary language in office and occupational titles, various state governments have issued guidelines for language usage. The South Carolina Department of Education, Office of Vocational Education, has adopted guidelines for the review of all newly developed curriculum materials. Similarly, leading publishers have developed their own set of guidelines including McGraw-Hill, Scott Foresman, MacMillan, and Science Research Associates, Inc. Feminist publishing houses have also helped to increase the awareness of language. Neutral or unbiased language is gradually being adopted voluntarily by newspapers, magazines, television and the American public. And although neutral language may not be required in school textbooks, change is on the way. The treatment of the sexes in the English language is no longer dismissed as trivial.

ELIMINATING SEX BIAS AND SEX-ROLE STEREOTYPING FROM PUBLICATIONS

Test

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____ a. Discrimination by members of one sex against the other based on the assumption that one sex is uperior.

_____ b. Publication viewing males almost exclusively as the sole breadwinner for their families and as household head who delegates responsibility for rearing children to women and whose success is measured only in terms of work; as the more aggressive, competitive, independent, logical, and athletic of the two sexes; as scorning or ignoring the nurturing of others as well as their own feels.

_____ c. Pictures, language, and general message of a publication portray mostly females; often such texts are specifically for females and about females.

_____ d. Assumptions that people of different sexes should behave according to rigid patterns.

_____ e. Speech sound or series of speech sounds that symbolize and communicate a meaning.

_____ f. Words which exclude one sex or the other.

_____ g. Unbiased language.

_____ h. One sex is favored over the other.

_____ i. Words which have a negative effect on one sex or the other.

_____ j. Book that is basically for males, portraying males in pictures, language, and message.

_____ k. Publication referring to females mainly in their connection to others as wives, mothers, daughters, sisters, grandmothers, and aunts, instead of as individuals with personal identities; as subservient to males; in menial positions whether it

1. female biased publication
2. male biased publication
3. balanced publication
4. word
5. sex bias
6. negative language
7. exclusionary language
8. sex stereotypes
9. neutral language
10. male stereotyped publication
11. female stereotyped puclication
12. expanded publication
13. sexism

be in the home, school, or office; as passive, weak, uncompetitive, unathletic, inept in scientific reasoning, mathematical figures, "do-it-yourself" jobs; limited to being artistic, literary, and charitable; as nurturing, understanding, and self-sacrificing for the benefit of others; and if career-oriented, them employed as secretaries, teachers, nurses, waitresses, and clerks.

_____ l. Publication which deals with both males and females equally; pictures portray both males and females equally; language is neutral and the message is for both males and females.

_____ m. Publication presenting males and females as equals in the home, school, and in the world of work, as free to embrace roles which previously were limited to the opposite sex, and are, thus, free to demonstrate a wide range of personality traits, intellectual abilities, and interests.

2. Classify characteristics of the English language which account for different treatment of the sexes. Place an "E" for exclusionary patterns, an "NF" for negative language describing females, and an "NM" for negative language describing males.

_____ a. Use of the word man to denote people of both sexes.

_____ b. Patronizing, girl-watching tones.

_____ c. Inept in the home or with children.

_____ d. Use of the word man in occupations and titles.

_____ e. Inept in scientific reasoning, physical exertion, sports, and so-called male professions.

_____ f. Calloused or insensitive to the feelings of others.

_____ g. Family's sole breadwinner.

_____ h. Use of female words and female qualifiers which exclude males.

_____ i. Treating women as weak, helpless, hysterical, or objects of scorn, humor, and unimportance.

_____ j. Lack of a neutral singular pronoun meaning "one" or "one's."

3. Name areas where sex bias and sex-role stereotyping may occur in publications.

a. _____

b. _____

c. _____

d. _____

CHECKLIST FOR EVALUATING SEX-ROLE STEREOTYPES IN READERS[1]

Analyze books for the points listed below:

1. Number of stories where main character is: Male _____ Female _____

2. Number of illustrations of: Male _____ Female _____

3. Number of times children are shown:

	Male	Female
a. in active play	_____	_____
b. using initiative	_____	_____
c. being independent	_____	_____
d. solving problems	_____	_____
e. earning money	_____	_____
f. receiving recognition	_____	_____
g. being inventive	_____	_____
h. being involved in sports	_____	_____
i. being passive	_____	_____
j. being fearful	_____	_____
k. being helpless	_____	_____
l. receiving help	_____	_____
m. playing quietly	_____	_____

4. Number of times adults are shown:

a. in different occupations	_____	_____
b. playing with children	_____	_____
c. taking children on outings	_____	_____
d. teaching skills	_____	_____
e. being tender	_____	_____
f. scolding children	_____	_____
g. biographically	_____	_____

5. Ask these questions:

   a. Are boys allowed to show emotions?
   b. Are girls rewarded for intelligence rather than for beauty?
   c. Are there any derogatory comments directed at girls in general?
   d. Is Mother shown working outside the home? What kind of job?
   e. Are there any stories about one-parent families? Families without children? Are baby sitters shown?
   f. Are minority and ethnic groups treated naturally instead of stereotypically? If so, in what ways are they treated that are not stereotypic?

[1]Adapted from Dick and Jane as Victims: Sex Stereotyping in Children's Readers (1975), p. 74, Women on Words and Images, P.O. Box 2163, Princeton, New Jersey 08540; $2.50 pp. Reprinted with permission.

ANSWER SHEETS

SEXISM IN LANGUAGE

1.

2. M, F, N, N, N, F (up and down)

3. 1-M, 2-F, 3-N, 4-F, 5-M, 6-M

4. F, M, F, M, F, F, F, M, F (up and down)

5. A matter of personal choice.

ELIMINATING SEX BIAS AND SEX-ROLE STEREOTYPING
FROM PUBLICATIONS

1. a. 13
   b. 10
   c. 1
   d. 8
   e. 4
   f. 7
   g. 9
   h. 5
   i. 6
   j. 2
   k. 11
   l. 3
   m. 12

2. a. E
   b. NF
   c. NF
   d. E
   e. NF
   f. NM
   g. NM
   h. E
   i. NF
   j. E

ESTABLISH GUIDELINES

Very few acceptable textbooks are on the market now. When you buy new materials, use guidelines to make sure they meet your standards. There are plenty of models. Some of the publishers have established their own guidelines. Women's groups like Women on Words and Images also have drawn up standards. In some school systems (Minneapolis; Ann Arbor and Kalamazoo, Michigan; Cedar Rapids, Iowa; Highline Public Schools, Seattle, Washington; Jefferson County, Colorado; Montgomery County, Maryland; and Fairfax County, Virginia, are examples) task forces or the school administration have programs of their own. Here are some of the kinds of items they include:

Humanity

* Are people of both sexes shown cooperating with one another on an equal basis?

* Are genuine friendships between the sexes shown?

* Are praiseworthy traits--strength, compassion, initiative, warmth, perceptiveness, resourcefulness, courage--treated as human rather than "masculine" or "feminine"?

* Are women and girls as well as boys and men the leading characters in stories and biographies?

* Are girls sometimes taller, older, and wiser than boys?

* Do the books refrain from ridiculing or insulting either sex?

The Family

* Are single-parent families, families with working mothers, and extended families shown in approximate proportion to their actual occurrence in the population?

* Do single people with satisfying lives and work, including mothers or fathers who may have been widowed or divorced, appear in the stories?

* Are different members of the family shown sharing responsibilities and working together on common problems?

* Are childless couples shown unpatronizingly?

* Are old people presented realistically?

The Female Image

* Are women and girls shown solving problems independent of male assistance?

* Are they shown working and playing together in groups?

* Are they shown doing outdoor work around the house or as an occupation? in strenuous physical situations? traveling?

* Are girls shown earning money? awards and rewards?

* Are mothers and other women shown in positions of authority in addition to those of teacher, nurse and librarian?

* Are girls shown operating machinery and constructing things?

* Are they sometimes rough or rude--with the understanding that this isn't "unladylike" but unkind and also sometimes natural?

The Male Image

* Are boys sometimes shown enjoying musical instruments, visiting art galleries, maybe stroking a kitten rather than rough-housing with a dog?

* Are males sometimes responsible for housework?

* Are their hobbies sometimes crafts such as weaving and ceramics?

* Do they express feelings--gentle as well as violent ones?

* Are men or older boys often shown caring for children, not just disciplining them?

* Are men shown in nontraditional occupations, such as nurse and primary teacher?

* Are boys sometimes depicted as sensitive and emotional?

Woman's Work

* Is information about women's achievements and the ways events and situations affect women integrated with the same kind of information about men rather than shunted off to a separate section?

* Does the book convey the difficulty of the continuing struggle for women's rights (rather) than imply that it ended when "Congress gave women the vote"?

* Does it describe the inequities in property and marriage practices, in education, and in the job market that women have long fought to change?

* Does it recognize the importance of women in the development of agriculture, trade, the labor movement?

* Does it discuss matriarchies as well as patriarchies?

Language

The publishers' guidelines, in particular, discuss language in detail. Here are some constructions they and others recommend discarding:

* "Man" or "mankind" to refer to humanity, people, the human race.

* "He" to refer to an abstract person who may be of either sex. "He or she," "she/he," "s/he" are some substitutes; or the sentence can be rewritten to use "they" or eliminate the pronoun altogether.

* "The Egyptians (or farmers) and their wives," or "...and their families." Again, substitutes are easy to find--"Egyptian men and women," "Farm families," "Egyptians," "farmers."

* The use of "lady" or "woman" in front of an occupation--or (as) a suffix at the end--to indicate that a person in that occupation is female. (Don't say "male nurse," either.) If it's an important piece of information, it can be conveyed by a name, title, or pronoun: "The poet Emily Dickinson," "Ms. Bridges got into the cockpit," "The lawyer looked up from her desk." If necessary, use "female" in front of the occupation.

* Names of occupations ending in "-man" or "-woman." Substitutes are plentyful: "firefighter," "mailcarrier," "member of Congress," "sales clerk," "house cleaner."

* References to women's physical characteristics or family connections when the same information either is not relevant or is not given about the men mentioned. Why say "the assistant director, a pert, brown-eyed mother of three," when "the assistant director, a somber, blue-eyed father of one" would be inappropriate? Why say "Marilyn Jones, wife of Benjamin Jones and a noted chemist in her own right" when you could say "noted chemist Marilyn Jones"? Mention Ben only if the context makes it important to know about him.

Excerpts from Sex Equality in Educational Materials (Vol. IV, pp. 9-13) AASA Executive Handbook Series, 1801 N. Moore Street., Arlington, VA 22209. Reprinted by permission.

GUIDELINES FOR EQUAL TREATMENT OF THE SEXES IN McGRAW-HILL BOOK COMPANY PUBLICATIONS

Introduction

The word sexism was coined, by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender.

We are endeavoring through these guidelines to eliminate sexist assumptions from McGraw-Hill Book Company publications and to encourage a greater freedom for all individuals to pursue their interests and realize their potentials. Specifically, these guidelines are designed to make McGraw-Hill staff members and McGraw-Hill authors aware of the ways in which males and females have been stereotyped in publications; to show the role language has played in reinforcing inequality; and to indicate positive approaches toward providing fair, accurate, and balanced treatment of both sexes in our publications.

One approach is to recruit more women as authors and contributors in all fields. The writings and viewpoints of women should be represented in quotations and references whenever possible. Anthologies should include a larger proportion of selections by and about women in fields where suitable materials are available but women are currently underrepresented.

Women as well as men have been leaders and heroes, explorers and pioneers, and have made notable contributions to science, medicine, law, business, politics, civics, economics, literature, the arts, sports, and other area of endeavor. Books dealing with subjects like these, as well as general histories, should acknowledge the achievements of women. The fact that women's rights, opportunities, and accomplishments have been limited by the social customs and conditions of their time should be openly discussed whenever relevant to the topic at hand.

We realize that the language of literature cannot be prescribed. The recommendations in these guidelines, thus, are intended primarily for use in teaching materials, reference works, and nonfiction works in general.

Nonsexist Treatment of Women and Men

Men and women should be treated primarily as people, and not primarily as members of opposite sexes. Their shared humanity and common attributes should be stressed -- not their gender difference. Neither sex should be stereotyped or arbitrarily assigned to a leading or secondary role.

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1. a. Though many women will continue to choose traditional occupations such as homemaker or secretary, women should not be type-cast in these roles but shown in a wide variety of professions and trades: as doctors and dentists, not always as nurses; as principals and professors, not always as teachers; as lawyers and judges, not always as social workers; as bank presidents, not always as tellers; as members of Congress, not always as members of the League of Women Voters.

b. Similarly, men should not be shown as constantly subject to the "masculine mystique" in their interests, attitudes, or careers. They should not be made to feel that their self-worth depends entirely upon their income level or the status level of their jobs. They should not be conditioned to believe that a man ought to earn more than a woman or that he ought to be sole support of a family.

c. An attempt should be made to break job stereotypes for both women and men. No job should be considered sex-typed, and it should never be implied that certain jobs are incompatible with a woman's "feminity" or a man's "masculinity." Thus, women as well as men should be shown as accountants, engineers, pilots, plumbers, bridge-builders, computer operators, TV repairers, and astronauts, while men as well as women should be shown as nurses, grade-school teachers, secretaries, typists, librarians, file clerks, switchboard operators, and baby sitters.

Women within a profession should be shown at all professional levels, including the top levels. Women should be portrayed in positions of authority over men and over other women, and there should be no implication that a man loses face or that a woman faces difficulty if the employer or supervisor is a woman. All work should be treated as honorable and worthy of respect; no job or job choices should be downgraded. Instead, women and men should be offered more options than were available to them when work was stereotyped by sex.

d. Books designed for children at the pre-school, elementary, and secondary levels should show married women who work outside the home and should treat them favorably. Teaching materials should not assume or imply that most women are wives who are also full-time mothers, but should instead emphasize the fact that women have choices about their marital status, just as men do: that some women choose to stay permanently single and some are in no hurry to marry; that some women marry but do not have children, while others marry, have children, and continue to work outside the home. Thus, a text might say that some married people have children and some do not, and that sometimes one or both parents work outside the home. Instructional materials should never imply that all women have a "mother instinct" or that emotional life of a family suffers because a woman works. Instead they might state that when both

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parents work outside the home there is usually either greater sharing of the child-rearing activities or reliance on day-care centers, nursery schools, or other help.

According to Labor Department statistics for 1972, over 42 percent of all mothers with children under 18 worked outside the home, and about a third of these working mothers had children under 6. Publications ought to reflect this reality.

e. Girls should be shown as having, and exercising, the same options as boys in their play and career choices. In school materials, girls should be encouraged to show an interest in mathematics, mechanical skills, and active sports, for example, while boys should never be made to feel ashamed of an interest in poetry, art, or music, or an aptitude for cooking, sewing, or child care. Course materials should be addressed to students of both sexes. For example, home economics courses should apply to boys as well as girls, and shop to girls as well as boys. Both males and females should be shown in textbook illustrations depicting career choices.

When as a practical matter it is known that a book will be used primarily by women for the life of the edition (say, the next five years), it is pointless to pretend that the readership is divided equally between males and females. In such cases it may be more beneficial to address the book fully to women and exploit every opportunity (1) to point out to them a broader set of options than they might otherwise have considered, and (2) to encourage them to aspire to a more active, assertive, and policy-making role than they might otherwise have thought of.

f. Women and girls should be portrayed as active participants in the same proportion as men and boys in stories, examples, problems, illustrations, discussion questions, test items, and exercises, regardless of subject matter. Women should not be stereotyped in examples by being spoken of only in connection with cooking, sewing, shopping, and similar activities.

2. a. Members of both sexes should be represented as whole human beings with human strengths and weaknesses, not masculine or feminine ones. Women and girls should be shown as having the same abilities, interests, and ambitions as men and boys. Characteristics that have been traditionally praised in males -- such as boldness, initiative, and assertiveness -- should also be praised in females. Characteristics that have been praised in females -- such as gentleness, compassion, and sensitivity -- should also be praised in males.

b. Like men and boys, women and girls should be portrayed as independent, active, strong, courageous, competent, decisive, persistent, serious-minded, and successful. They should appear as logical thinkers, problem-

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solvers, and decision makers. They should be shown as interested in their work, pursuing a variety of career goals, and both deserving of and receiving public recognition for their accomplishments.

c. Sometime men should be shown as quiet, passive, or fearful and indecisive, or illogical and immature. Similarly, women should sometimes be shown as tough, aggressive, and insensitive. Stereotypes of the logical, objective male and emotional, subjective female are to be avoided. In descriptions, the smarter, braver, or more successful person should be a woman or girl as often as a man or boy. In illustrations, the taller, heavier, stronger, or more active person should not always be male, especially when children are portrayed.

3. Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized or stereotyped, either in text or in illustrations. Women should not be described by physical attributes when men are being described by mental attributes or professional position. Instead, both sexes should be dealt with in the same terms. References to a man's or women's appearance, charm, or intuition should be avoided when irrelevant.

NO		YES
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.		The Harrises are an attractive couple. Henry is a handsome blond and Ann is a striking brunette.
	OR	The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer.
		The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active in community (or church or civic) affairs.

a. In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendos, jokes, and puns. Examples of practices to avoid are: focusing on physical appearance (a buxom blonde); using special female-gender word forms (poetess, aviatrix, usherette); treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; making women figures of fun or objects of scorn and treating their issues as humorous or unimportant.

Examples of stereotypes to be avoided: scatterbrained female, fragile flower, goddess on a pedastal, catty gossip, henpecking shrew, apron-

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wearing mother, frustrated spinster, ladylike little girl. Jokes at women's expense -- such as the woman drive or nagging mother-in-law cliches -- are to be avoided.

NO	YES
the fair sex; the weaker sex	women
the distaff side	the female side or line
the girls or the ladies (when adult females are meant)	the women
girl, as in: I'll have my girl check that.	I'll have my secretary (or my assistant) check that. (or use the person's name.)
lady used as a modifier, as in lady lawyer	lawyer (A woman may be identified simply through the choice of pronouns, as in: The lawyer made her summation to the jury. Try to avoid gender modifiers altogether. When you must modify, use woman or female, as in: a course on women writers, or the airline's first female pilot.)
the little woman; the better half; the ball and chain	wife
female-gender word forms, such as authoress, poetess, Jewess	author, poet, Jew
female-gender or diminutive word forms, such as suffragette, usherette, aviatrix	suffragist, usher, aviator (or pilot)
libber (a put-down)	feminist; liberationist
sweet young thing	young woman; girl
co-ed (as a noun)	student

(Note: Logically, co-ed should refer to any student at a co-educational college or university. Since it does not, it is a sexist term.)

housewife	homemaker for a person who works at home, or rephrase with a more precise or more inclusive term

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NO	YES
career girl or career woman	name the woman's profession: attorney Ellen Smith; Marie Sanchez, a journalist or editor or business executive or doctor or lawyer or agent
cleaning woman, cleaning lady, or maid	housekeeper, house or office cleaner
The sound of the drilling disturbed the housewives in the neighborhood.	The sound of the drilling disturbed everyone within earshot (or everyone in the neighborhood).
Housewives are beeling the pinch of higher prices.	Consumers (customers or shoppers) are feeling the pinch of higher prices.

b. In descriptions of men, especially men in the home, references to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, or clumsy in household maintenance, or as foolish in self-care.

To be avoided: characterizations that stress men's dependence on women for advice on what to wear and what to eat, inability of men to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

c. Women should be treated as part of the rule, not as the exception.

Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "woman doctor" or "male nurse," should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job." Writers should avoid showing a "gee-whiz" attitude toward women who perform competently ("Though a woman, she ran the business as well as any man" or "Though a woman, she ran the business efficiently.")

d. Women should be spoken as participants in the action, not as possessions of the men. Terms such as pioneer, farmer, and settler should not be used as though they applied only to adult males.

e. Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy).

NO	YES
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.

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4. Women should be recognized for their own achievements. Intelligent, daring, and innovative women, both in history and in fiction, should be provided as role models for girls, and leaders in the fight for women's rights should be honored and respected, not mocked or ignored.

5. In references to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

   a. The word man has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word man has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of man (or derivative constructions used generically to signify humanity at large) whenever such substitutions can be made without producing an awkward or artificial construction. In cases where man-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

   Here are some possible substitutions for man-words:

NO	YES
mankind	humanity, human being, human race, people
primitive man	primitive people or peoples; primitive human beings; primitive men and women
man's achievements	human achievements
If a man drove 50 miles at 60 mph...	If a person (or driver) drove 50 miles at 60 mph...
the best man for the job	the best person (or candidate) for the job
manmade	artificial; synthetic, manufactured; constructed; or human origin
manpower	human power; human energy; workers; workforce
grow to manhood	grow to adulthood; grow to manhood or womanhood

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b. The English language lacks a general singular pronoun signifying he or she, and therefore it has been customary and grammatically sanctioned to use masculine pronouns in expressions such as "one...he," and "each child opens his book." Nevertheless, avoid when possible the pronouns he, him, and his in reference to the hypothetical person or humanity in general.

Various alternatives may be considered:

(1) Reword to eliminate unnecessary gender pronouns.

NO	YES
The average American drinks his coffee black.	The average American drinks black coffee.

(2) Recast into the plural. Most Americans drink their coffee black.

(3) Replace the masculine pronoun with one, you, he or she, her or his, as appropriate. (Use he or she and its variations sparingly to avoid clumsy prose.)

(4) Alternate male and female expressions and examples.

NO	YES
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say, "She's not the right person for the job," or "He lacks the qualifications for success."

(5) To avoid severe problems of repetition or inept wording, it may sometimes be best to use the generic he freely, but to add, in the preface and as often as necessary in the text, emphatic statements to the effect that the masculine pronouns are being used for succinctness and are intended to refer to both females and males.

These guidelines can only suggest a few solutions to difficult problems of rewording. The proper solution in any given passage must depend on the context and on the author's intentions. For example, it would be wrong to pluralize in contexts by using a one-to-one relationship, as between teacher and child. In such cases, the expression he or she or either he or she as appropriate will be acceptable.

c. Occupational terms ending in man should be replaced whenever possible by terms that can include mambers of either sex unless they refer to a particular person.

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NO	YES
congressman	member of Congress; representative (but Congressman Kock and Congresswoman Holzman)
businessman	business executive; business manager
fireman	fire fighter
mailman	mail carrier; letter carrier
salesman	sales representative; salesperson; sales clerk
insurance man	insurance agent
statesman	leader; public servant
chairman	the person presiding at (or chairing) a meeting; the presiding officer; the chair; head; leader; coordinator; moderator
cameraman	camera operator
foreman	supervisor

d. Language that assumes all readers are male should be avoided.

NO	YES
you and your wife	you and your spouse
when you shave in the morning	when you brush your teeth (or wash up) in the morning

6. The language used to designate and describe females and males should treat the sexes equally.

a. Parellel language should be used for women and men.

NO	YES
the men and the ladies	the men and the women the ladies and the gentlemen the girls and the boys
man and wife	husband and wife

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Note that lady and gentleman, wife and husband, and mother and father are role words. Ladies should be used for women only when men are being referred to as gentlemen. Similarly, women should be called wives and mothers only when men are referred to as husbands and fathers. Like a male shopper, a woman in a grocery store should be called a customer, not a housewife.

b. Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Nor should they be identified in terms of their marital relationships (Mrs. Gandhi) unless this brief form is stylistically more convenient (than, say Prime Minister Gandhi) or is paired up with similar references to men.

(1) A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

NO	YES
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King
Billie Jean and Riggs Mrs. Kin and Riggs	Billie Jean and Bobby King and Riggs Ms. King (because she prefers Ms.) and Mr. Riggs
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan or Mrs. Meir and Dr. Dayan

(2) Unnecessary reference to or emphasis on a woman's marital status should be avoided. Whether married or not, a woman may be referred to by the name by which whe chooses to be known, whether her name is her original or her married name.

c. Whenever possible, a term should be used that includes both sexes. Unnecessary references to gender should be avoided.

NO	YES
college boys and co-eds	students

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UNIT IV

Objective

To provide recruitment strategies and other techniques that can facilitate nontraditional vocational education enrollments.

Activities

1. Recruitment for Nontraditional Careers: A Recruitment Model
2. Developing a Plan for Recruiting Students Into Vocational Training Programs Nontraditional to Their Sex

Resource

Suggested Strategies to Increase Nontraditional Enrollments

SAMPLE AGENDA

UNIT IV

8:30 - 8:35 a.m.	Welcome and Introductions	5 minutes
8:35 - 8:40 a.m.	Purposes of Workshop.	5 minutes
8:40 - 8:45 a.m.	Overview of Workshop Program.	5 minutes
8:45 - 9:15 a.m.	Lecturette: Presentation of Recruitment Model - Discussion.	30 minutes
9:15 - 9:25 a.m.	BREAK	10 minutes
9:25 - 10:00 a.m.	Activity 2, "Developing a Plan for Recruiting Students".	35 minutes
10:00 - 10:20 a.m.	Lecturette/Discussion: Suggested Recruitment Strategies.	20 minutes
10:20 - 10:30 a.m.	Closing Remarks	10 minutes

*Audiovisual aids on a variety of topics are available that may be relevant to this Unit. See Resource List in Unit VI.

BACKGROUND INFORMATION

Recruiting of students for nontraditional vocational areas is not a one-time special effort made by vocational educators alone. Rather, it is a broadbased effort that extends over time and involves the coordination of efforts that range from the classroom to the community. Some basic concepts to consider include the following:

* Students must recognize that they have access to a full range of occupational fields and vocational education programs, and must feel a sense of personal freedom to act on opportunities of interest.
* Recruiting of students for nontraditional vocational areas should become an integral function of vocational education.
* Recruiting of students for nontraditional vocational areas involves vocational educators and other educators in a variety of activities that extend over time.
* Vocational educators play both direct and indirect roles in the recruiting of students for nontraditional vocational programs.
* A recruiting program should provide students with information on (1) current and future opportunities and earnings in the labor market, (2) reasons to consider nontraditional opportunities, (3) problems to be overcome in the pursuit of nontraditional opportunities, and (4) vocational preparation needed, and available, in nontraditional fields.
* A successful recruiting effort requires the coordination of people, information, and activities in the school, the school system, and the community.

RECRUITMENT FOR NONTRADITIONAL CAREERS: A RECRUITMENT MODEL

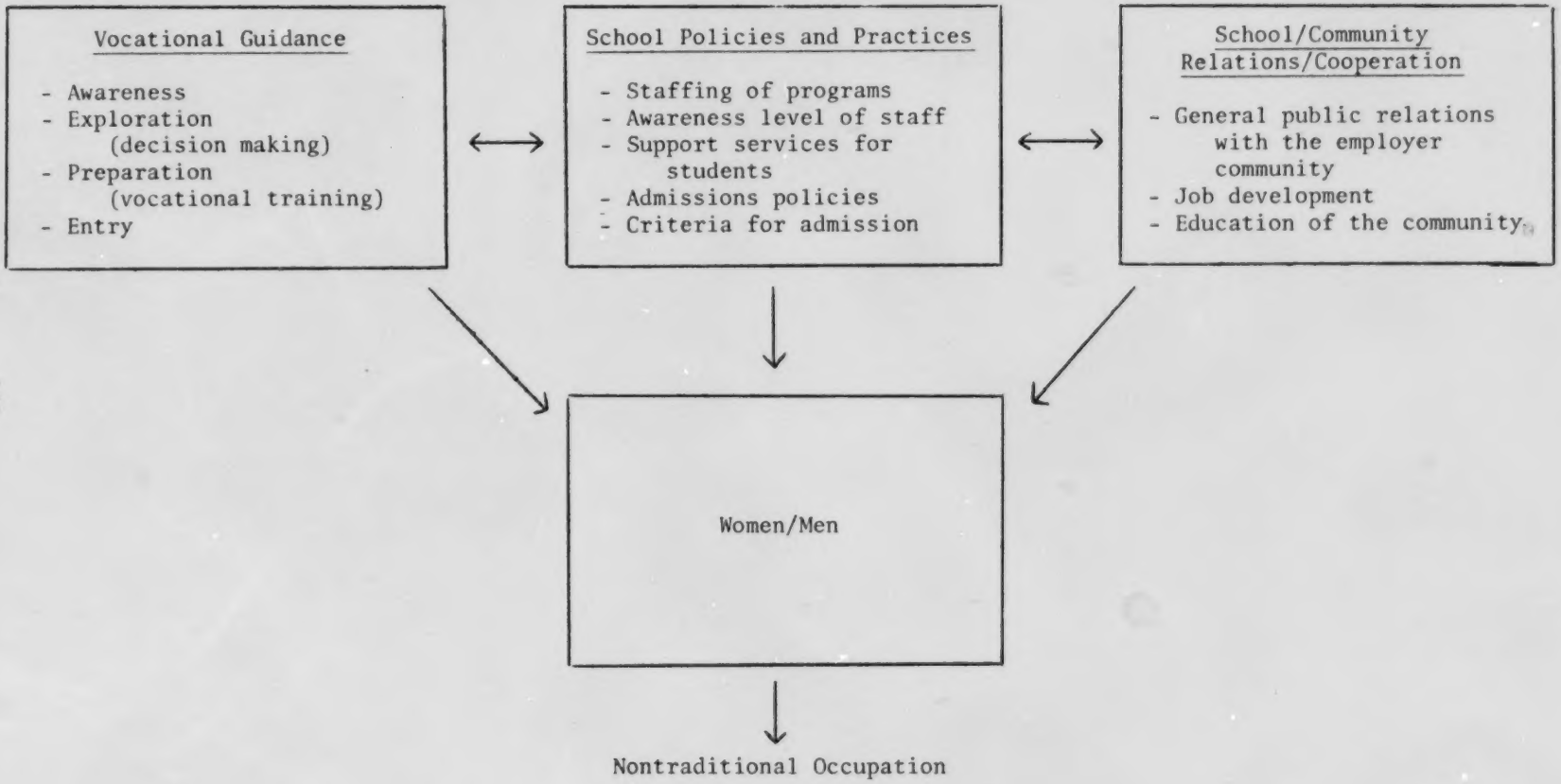
Major concerns in establishing a viable program for the nontraditional vocational education student are the following:

1. recruiting women/men into vocational training programs at the vocational centers.

2. keeping women/men in the programs once they have been recruited.

3. assisting women/men to gain entry into the nontraditional job market once they have acquired the necessary training.

A RECRUITMENT MODEL



Adapted from Recruiting Women for Nontraditional Vocational Education: A Model Program Prepared for the Oregon State Department of Education.

I. Telling students, we encourage the girls to enter auto mechanics (or ..."minorities and women are encouraged to apply") does nothing to change these groups' concepts of themselves as people who could become competent mechanics.

Self-concept theory in relation to occupational choice is best defined by Super: "In expressing a vocational preference a person puts into occupational terminology the idea of the kind of person he/she is; that in entering an occupation, the individual seeks to implement a concept of self; that in getting established in an occupation, the individual achieves self-actualization. The occupation, thus, makes possible the playing of a role appropriate to the self-concept." Accepting Super's point of view, then, women have tended to enter occupations which make it possible for them to play roles appropriate to their self-concepts and these same self-conepts have been formed based upon proper sex-role behavior, better known as sex-role stereotyping.

These specific steps can be taken in order to raise the awareness level of all society, as well as men and women regarding options available to them and at the same time recruit new students.

A. Public service radio and television spots advertising vocational programs aimed at the pioneering student.

B. Newspaper articles describing training opportunities for women/men at the school, spotlighting particular women who are in a pioneering vocational education program have completed one and employed in a vocational education job. In advertising, be cognizant of the use of bias language.

C. School publications (newsletters, catalogs, flyers) should use nonsexist language.

D. One-day workshops.

II. School Policies and Practices

A. Commitment

B. Awareness Training of College Staff

C. Admission Policies

D. Scheduling of Classes

E. Support Services (i.e. displaced homemakers, provide for day-care facilities)

III. School Community Relations

A. General Public Relations With the Employer

B. Job Development (Take advantage of the cooperative education work experience program as an inroad to the business community.)

C. Apprenticeship programs can also offer opportunities to improve community relations.

DEVELOPING A PLAN FOR RECRUITING STUDENTS INTO VOCATIONAL TRAINING PROGRAMS NONTRADITIONAL TO THEIR SEX

Directions: In this activity, you'll have the opportunity to develop a specific plan for recruiting students into courses/programs nontraditional to their sex and assuring their successful completion of such programs and courses. In developing this plan you'll be using data generated in the preceeding activity.

The following steps are involved in completing this activity:

* Form a group of three persons. Where possible, make sure your group includes persons from different professional roles--e.g., an administrator, a counselor, and a teacher.

* Review individually the following sections of this activity:

  - Scenario

  - Current Male/Female Enrollments

  - Sample Recruiting Plan

* Decide within your group the area on which your recruiting plan will focus. It may be a course (single living), a program (carpentry), or an area (health occupations). You may also select two programs (floristry and ornamental horticulture, for example) if a grouping of two or more programs is basic to your recruitment plan. The area(s) you select may be those you are most familiar with, those that show the greatest discrepancies in male and female enrollments, or those chosen on the basis of other criteria that you establish.

* Feel free to make any assumptions about the courses/programs that you believe to be appropriate (e.g., that the curriculum has not been adapted to meet the interests and needs of both sexes).

* Using the attached form, develop a recruiting plan for enrolling and ensuring the successful completion by students of courses nontraditional to their sex. The ultimate goal will be to balance male/female enrollments in vocational education areas, courses, or programs so that students of both sexes are represented in proportion to their representation in the total school body, plus or minus 15 percentage points. As part of the plan, develop specific objectives and a timetable and work activities for achieving those objectives. Use a separate form for each course/program area you select. Do as many as you can in the time allotted.

SCENARIO

You are on the staff of a two-year vocational high school (Stivers High) which serves a district of 25,000 adjacent to a major metropolitan area. Students come to Stivers for their last two years of school, during which they complete a vocational training program, finish basic academic requirements for graduation, and participate in a work experience program. Before coming to Stivers, some students have completed a pre-vocational program; others have not. Stivers offers a full range of extracurricular activities for students.

The board of education of the district has enacted a policy of non-discrimination on the basis of sex and compliance with Title IX. It has also disseminated guidelines for implementation of that policy. In accordance with these guidelines, Stivers is developing an affirmative program designed to ensure Title IX compliance and to achieve sex equity in vocational education.

One of the long range goals of this program is to balance the female and male enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. This would mean that all course enrollments would be within the 35 percent - 65 percent range of one sex or the other. In this activity you will focus on developing a recruiting plan to increase the numbers of students in courses/programs atypical to their sex and ensuring their continuance in these courses/programs as one means of achieving the long range goal.

CURRENT MALE/FEMALE ENROLLMENTS IN STIVERS HIGH SCHOOL
VOCATIONAL EDUCATION COURSES

	Male	Female
Agriculture		
Ornamental Horticulture	75%	25%
Marketing and Distribution		
Distributive Education	52%	48%
Food Merchandising	65%	35%
Fashion Merchandising	34%	66%
Floristry	30%	70%
Consumer and Homemaking		
Home Economics	0%	100%
Family Living	0%	100%
Clothing and Textiles	0%	100%

	Male	Female
Food and Nutrition	2%	98%
Home Furnishings and Housing	0%	100%
Marriage and Family	60%	40%
Singles Living	75%	25%
Occupational Home Economics		
Care and Guidance of Children	8%	92%
Food Management	25%	75%
Occupational Sewing and Fashion Design	5%	95%
Office		
Business Data Processing	51%	49%
Clerk-Typing	15%	85%
Steno., Secretarial	4%	96%
Business Law	75%	25%
Consumer Education	48%	52%
Health		
Health Assistant	0%	100%
Practical Nursing	0%	100%
Trades and Industry		
Heating/Air Conditioning	100%	0%
Auto Mechanics	90%	10%
Auto Body and Fender	90%	10%
Carpentry	100%	0%
Electricity	100%	0%
Graphic Arts	60%	40%
Cosmetology	28%	72%
Photography	60%	40%
Upholstery	100%	0%
Custodial Services	100%	0%

SAMPLE RECRUITING PLAN

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan: _____

Auto mechanics and auto body/fender

3. Why did you select this program area(s)? _____

So few females enrolled historically; area presents excellent opportunities for women.

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

Objective #1: *Stivers High School will increase the number of females enrolled in auto mechanics/auto body by 20% within three years.*

Objective #2: *Stivers High School will maintain a successful completion rate of females and males in auto mechanics/auto body of 75% over the next three years.*

Objective #3: _____

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or teachers) and a timeline for completion of the task.

Objective #1

Work activity #1: *In conjunction with graphic arts, the automotives department will produce a brochure on opportunities for women in automotives.*

Person(s) responsible: *Automotives Dept. Head; Graphic Dept. Head*

Completed by: *November 1977*

Work activity #2: _____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

Person(s) responsible: _____

Completed by: _____

Objective #2

Work activity #1: _____

Person(s) responsible: _____

Completed by: _____

Work activity #2: *Teachers will hold individual conferences with each student once every six weeks to review progress. Conferences will follow a procedure developed jointly by counselors and teachers designed to discover early any potential problems students may be experiencing.*

Person(s) responsible: *Counseling Dept. Head; Vocational Education Programs Director*

Completed by: *September 1977*

Work activity #3: _____

Person(s) responsible: _____

Completed by: _____

Objective #3

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

THE RECRUITING PLAN

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan: _____

_____

_____

3. Why did you select this program area(s)? _____

_____

_____

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

Objective #1: _____

_____

_____

Objective #2: _____

_____

_____

Objective #3: _____

_____

_____

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counslors, or teachers) and a timeline for completion of the task.

Objective #1:

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Objective #2

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Objective #3

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

SUGGESTED STRATEGIES TO INCREASE NONTRADITIONAL ENROLLMENTS
(Based on Research Findings)

For Use By: Institutions

Need Area	Strategy
Information	Advertise existing programs and institutional interests in enrolling nontraditional students of both sexes.
Policy Planning Implementation	Use unbiased materials regarding sex and age.
	Provide employment services to assist the mid-career changer.
	Expand vocational options for all students to choose programs for interest and employment prospects.
	Involve all school personnel in awareness raising and addressing sex stereotyping.
	Avoid overemphasizing the assumed difficulty of nontraditional students in finding related employment.
	Compile nontraditional student applications to have an accurate enrollment picture.
Sex Fair Counseling/ Curriculum Development	Offer a school reorientation class for mid-career/returning housewife students.
	Provide low-cost programs with short, flexible, on-the-job training experiences and individualized instruction.
In-Service	Provide staff members in-service training regarding women mid-career changers.
Collaboration	Cooperate with public schools of all levels to widen career aspirations and break down stereotypes in both sexes.
	Enlist collaboration of parents, students, and community with personnel.
	Cooperate with business and industry to break down stereotypes.

SUGGESTED STRATEGIES TO INCREASE NONTRADITIONAL ENROLLMENTS
(Based on Research Findings)

For Use BY: Administrators

Need Area	Strategy
Policy Planning Implementation	Review/revise all school policies and require a course on sexism in education for certification.
	Encourage prevocational nontraditional enrollment since course experience influences enrollment.
	Institute an affirmative action program to actively recruit both nontraditional teachers and students.
	Planfully commit time and resources necessary to have a non-sexist environment.
Sex Fair Counseling/ Curriculum Development	Provide innovative leadership to foster and support sex equity efforts.
	Especially employ competent women for nontraditional positions (suggesting perhaps a more urgent role model need).
	Examine exploratory experiences, career modeling, and faculty/ administration expectations for sex biases.
	Get new non-stereotyped career materials.
	Change sex biased materials or address their bias constructively.
In-Service	Encourage in-service training (workshops, seminars) to sensitize staff and help develop strategies to achieve sex equity.
	Increase teacher awareness and training to develop strategies.
	Increase teacher/counselor awareness of their impact on enrollment.
	Increase counselor training in job requirements and interpreting abilities and aptitudes.
Collaboration	Promote linkage between the whole school and vocational education to insure overall positive climate for sex equity.
	Meet with equal rights groups to publicize school concern and benefit from their expertise.
Community Involvement	Hold open forums on sex stereotyping for parents, community leaders, employers and school personnel.

SUGGESTED STRATEGIES TO INCREASE NONTRADITIONAL ENROLLMENTS
(Based on Research Findings)

For Use By: Teachers

Need Area	Strategy
Information	Make course titles sex fair.
Policy Planning Implementation	Encourage prevocational nontraditional enrollment since course experience influences enrollment.
Occupational Awareness	Recruit more nontraditional teachers for role models.
	Be aware of work world problems.
Self-Awareness	Encourage student awareness while advising student organizations.
Sex Fair Counseling/	Examine exploratory experiences, career modeling, and faculty/ administration expectations for sex biases.
	Get new non-stereotyped career materials.
	Change sex biased materials or address their bias constructively,
In-Service	Increase teacher/counselor awareness of their impact on enrollment.
	Attend workshops.
	Understand how greatly sex typed behavior and expectations can influence achievement.
	Examine classroom attitudes and actions.
	Review/revise course material or address existing bias constructively.
	Learn how to discuss nontraditional careers in class without making nontraditional students (especially, if the excel) feel self-conscious.
	Increase counselor training in job requirements and interpreing abilities and aptitudes.
Collaboration	Discuss and develop strategies with other teachers.
	Use outside resources (e.g., trade unions, women's groups, former students, parents, and employers) to provide both traditional and nontraditional occupational information.

SUGGESTED STRATEGIES TO INCREASE NONTRADITIONAL ENROLLMENTS
(Based on Research Findings)

For Use By: Counselors

Need Area	Strategy
Information	Establish visibility of services to students.
	Be realistic about workers' income, college ability vs. employability payoff.
	Make course titles sex fair.
Policy Planning Implementation	Encourage prevocational nontraditional enrollment since course experience influences enrollment.
	Be sensitive to sex bias in tests.
	Be unbiased toward student's age, sex, and economic status.
Occupational Awareness	Explain expectations and job opportunities of nontraditional training and encourage enrollment of women showing appropriate aptitude and interest.
	Be informed to expand students' vocational options.
	Hold career fairs with nontraditional and traditional role models.
	Recognize and communicate to students that unusual fears are groundless based on research of nontraditional job satisfaction, wages, rate of unemployment, and reflections about vocational training.
Self-Awareness	Provide support during the first critical weeks back in school.
Sex Fair Counseling/ Curriculum Development	Examine exploratory experiences, career modeling, and faculty/ administration expectations for sex biases.
	Seek sex fair materials and deal with ones they have (e.g., stamp on directions on how to read pronouns).
	Get new non-stereotyped career materials.
	Change sex biased materials or address their bias constructively.
	Offer counseling situations whereby a woman can cope with influences in her life and come to terms with mid-career change.

For Use By: Counselors

Need Area	Strategy
	Offer special counseling (group, individual, career, and single parent).
	Offer complete, sex-fair aptitude testing.
	Solicit and utilize feedback from mid-career change graduates to better prepare those currently enrolling.
In-Service	Encourage or subsidize workshop participation.
	Increase teacher awareness and training to develop strategies.
	Increase teacher/counselor awareness of their impact on enrollment.
	Increase counselor training in job requirements and interpreting abilities and aptitudes.
	Have a working knowledge of sex equity legislation.
	Listen to oneself to insure sex fairness.
	Develop awareness of sex stereotyping necessary to provide unbiased guidance to students.
Collaboration	Establish contacts with instructors working with mid-career changes.
	Work with subject-area advisory committees to keep informed about current working conditions.
	Maintain linkage with counselors of feeder schools to insure that information gets to all prevocational students.
	Maintain linkage with employers to encourage their sex fair behavior.

SUGGESTED STRATEGIES TO INCREASE NONTRADITIONAL ENROLLMENTS
(Based on Research Findings)

For Use By: Librarians

Need Area	Strategy
Information	Make course titles sex fair.
	Convey information and heighten awareness through bulletin boards, new book shelves, and/or display cases.
	Get on mailing lists for current career information.
Policy Planning Implementation	Encourage prevocational nontraditional enrollment since course experience influences enrollment.
Occupational Awareness	Purchase and display nonsexist occupational materials (e.g., contrast sexist and nonsexist ideas).
	Provide exhibits of both nontraditional and traditional role models for both sexes and the same jobs.
Sex Fair Counseling/ Curriculum Development	Examine exploratory experiences, career modeling, and faculty/ administration expectations for sex biases.
	Get new non-stereotyped career materials.
	Change sex biased materials or address their bias constructively.
In-Service	Increase teacher awareness and training to develop strategies.
	Increase teacher/counselor awareness of their impact on enrollment.
	Increase counselor training in job requirements and interpreting abilities and aptitudes.

SUGGESTED STRATEGIES TO INCREASE NONTRADITIONAL ENROLLMENTS
(Based on Research Findings)

For Use By: Unclassified

Need Area	Strategy
Information	Be more aggressive in the area of development and presentation of planned information-orientation programs for pre-adolescent girls and their parents (e.g., increased use of public media).
	Communicate programs and career options to broaden the appeal of vocational education to girls.
	Inform parents through newsletters about sex stereotypes and possible consequences for girls and boys.
	Use career related materials that are sex fair whether in the library, counseling office, sex-fair handbooks, program descriptions, course syllabi, and classroom handouts.
	Give a nonstereotyped view of courses and activities in displays on courses.
	Revise printed materials (even if time consuming, this strategy may be easier than changing curriculum).
	Change sex stereotyped course titles (e.g., Cooking to Food Production and Management of Vocational Agriculture to Earth Environment) to attract nontraditional students and enhance traditional students' occupational awareness and sense of worth.
	Encourage all women, especially for nontraditional and sex-integrated fields, to take math and science courses.
	Supply high school women with adequate information so that (1) mature decisions can be made without internal or external pressure and (2) follow-through by enrolling is facilitated.
	Attract women to nontraditional occupations by something besides earnings since some women, equally attracted by earnings, chose traditional occupations.
	Inform women about opportunities in sex-integrated programs (which may have greater effect) rather than recruit them only from traditional to nontraditional occupations.
	Provide parents specific information to put their influence on daughters to best use as early as possible.

For Use By: Unclassified

Need Area	Strategy
Policy Planning Implementation	Legislate funded support of programs to attract women to enroll in vocational education.
	Be vigorous in implementing plans to bring about sex equality since legislative change isn't automatic.
	Avoid delays in implementation--be proactive.
	Monitor progress as well as initiation of programs to enforce legislation.
	Involve in some way all those who may be affected (directly or indirectly) so they are familiar with local plans.
	Actively encourage girls in their vocational education enrollment.
	Increase the number of women counselors in vocational schools to change the all-male image of vocational programs.
	Increase the number of women nontraditional vocational education teachers.
	Use earnings as a motivation selectively considering the characteristics of students rather than indiscriminately or just for encouraging nontraditional enrollments.
	Distinguish between encouraging, assisting, decision-making, and providing support.
	Schedule nontraditional women to enhance peer support for the same time the course is offered.
	Expand the guidance function at the postsecondary level until there is expanded and useful exploration at lower school levels.
	Obtain more educational personnel equipped to assist decision making.
	Address the indication that women education personnel are sustaining occupational stereotypes more than other educational personnel.
	Evaluate systematically all career choice strategies to insure maximal effective use.
	Increase efforts to introduce pre-adolescent girls to successful women in all types of work, including vocational training.

For Use By: Unclassified

Need Area	Strategy
Occupational Awareness	Include articles in school newspapers on nontraditional work, interviews, and statistics on median salaries.
	Provide prevocational high school students (especially effective with women) with introductory elective vocational courses and familiarize them with career options.
	Supply more information in vocational program handbooks about potential salaries and job opportunities.
	Build flexible exploration programs which treat a cluster of related occupations as students may be more likely to perceive nontraditional opportunities and in a favorable light than in narrow vocational programs.
	Stimulate interest in careers earlier in students as this seems to be the easiest way to change attitudes about stereotypes.
	Expand involvement of women students in planful job site visitation programs, insuring a cross-section of all occupations, which outside agencies may not do.
	As an alternative strategy, consider stressing sex-integrated occupations with traditional students.
	Provide more and earlier opportunity to explore nontraditional options at the junior and senior high levels.
	Encourage women to enter nontraditional occupations that are less stereotyped (where difficulty and resistance from others is less likely).
	Attract most women to nontraditional training on the basis of interest, ability, and working conditions through earlier and broadening hands-on experiences; stress earnings with those interested in sex-integrated programs, poor, and minority students.
Self-Awareness	Give nontraditional enrollees, especially Black women, lots of reinforcement because their rating of interest higher than ability as enrollment factors may mean a lack of confidence in their ability.
	Build self-assurance regarding nontraditional occupations so that students can put job information in perspective.

For Use By: Unclassified

Need Area	Strategy
Sex Fair Counseling/ Curriculum Development	Offer preparatory socialization programs as nontraditional students are about to enroll.
	Involve all persons responsible for implementing strategy in participating throughout the planning process.
	Integrate home economics and industrial arts at the junior high level, providing "survival skills" to all students while breaking down stereotypes about appropriate courses, occupations, and sex roles.
	Integrate work world and family living courses for a "Work and Living Options" course to help girls and boys prepare for interaction within their future work and personal life.
	Build an unbiased guidance program beginning in elementary school to insure exposure to girls and boys of a range of vocational opportunities long before they must decide.
	Examine innovative departures from traditional office education programs to make curriculum responsive to changing times.
	Consider discontinuing vocational testing unless or until unbiased tests are available.
	Provide counseling support programs.
	Examine techniques used in group counseling to maximize the potential of this support network and consider shifting the emphasis from individual counseling and vocational testing to more useful models.
	Identify and analyze effective career education components.
In-Service	Provide workshops and pre-service training of counselors related to their attitudes toward vocational education for girls.
	Initiate a program to orient faculty generally and counselors specifically to nontraditional training for men.
	Provide support and training on assisting expanded career choice to all educational personnel (both academic and vocational, both counselor and teacher, both junior high and high school) since they all are potentially influential.

For Use By: Unclassified

Need Area	Strategy
In-Service	Train men teachers especially to pave the way for better adjustment to nontraditional students in class--perhaps by a buddy system requiring women and men to work together and by correcting teachers' perceptions--as well as those of both women and men students--regarding expectations and images of nontraditional women.
	In-service male vocational teachers because, despite their marked responsiveness to the survey, they do not see themselves as influential or prepared to be so.
	Provide preservice and in-service for teachers and counselors to encourage use of sex fair materials and programs.
	Make teachers aware of their impact on students' career choice (especially by training men vocational teachers and by addressing career decision making in teacher education).
Collaboration	Establish closer relations between interdisciplinary areas of community colleges to open avenues for entry by other majors to broaden interest and preparation of office education majors.
	Reach out beyond school early to parents so they can give informed support and involvement.
	Include parents and peers in group discussions within assistance programs.
	Apply counselor training to assisting parents and teachers in guidance process.
Community Involvement	Foster a community awareness program through business and industry to provide a market for cooperative training and employment.
	Develop closer relations with members of business and labor to encourage their participation as advisors.

SUGGESTED STRATEGIES TO INCREASE NONTRADITIONAL ENROLLMENTS
(Based on Research Findings)

For Use By: State Vocational Education Board

Need Area	Strategy
Policy Planning Implementation	Actively encourage junior high and high school compliance with legislation.
	Promote hiring nontraditional teachers for role models.
	Assure students of sex-fair enrollment opportunity through an adequate supply of nontraditional promotional materials and career materials generally that relate occupational requirements to job titles rather than gender.
	Assure students of adult support for nontraditional students by enlisting teacher/counselor backing and by insisting on recruitment/selection procedures that don't discriminate or discourage students from nontraditional choices.
Sex Fair Counseling/ Curriculum Development	Review and revise existing materials or develop new ones with nontraditional information on requirements.
In-Service	Provide in-service/training programs for teachers.
Collaboration	Sponsor a program to bring nontraditional workers and students into classes to work directly with students (cf. National Science Foundation Program for Women Scientists).

SUGGESTED STRATEGIES TO INCREASE NONTRADITIONAL ENROLLMENTS
(Based on Research Findings)

For Use By: Students

Need Area	Strategy
Information	Be accessible to prevocational students on tours of vocational program areas.
Policy Planning Implementation	Influence each other's career choice constructively (males, according to research, were the greatest critics of non-traditional men and women).
Self-Awareness	Provide an example and a resource if currently or formerly enrolled in nontraditional courses (e.g., woman and man from the same field for guest speakers).
	Support each other's interest and courage to enroll nontraditionally.
Sex Fair Counseling/ Curriculum Development	Build student support for enrollment based on interest and aptitude.
Collaboration	Go to feeder schools to recruit prevocational students.

UNIT V

Objective

To provide "change strategies" that can contribute to achieving educational equity and to develop affirmative action plan.

Activities

1. Reacting to Resistance
2. Preventing Resistance
3. Action Planning

Resource

Sex Affirmative Action Plan

SAMPLE AGENDA

UNIT V

8:30 - 8:35 a.m.	Welcome and Introductions	5 minutes
8:35 - 8:40 a.m.	Purposes of Workshop.	5 minutes
8:40 - 8:45 a.m.	Overview of Workshop Program.	5 minutes
8:45 - 9:05 a.m.	Lecturette: Background Information	20 minutes
9:05 - 9:15 a.m.	Activity 1, "Reacting to Resistance". . . .	10 minutes
9:15 - 9:25 a.m.	BREAK	10 minutes
9:25 - 9:55 a.m.	Activity 2, "Preventing Resistance"	30 minutes
9:55 - 10:15 a.m.	Activity 3, "Action Planning"	20 minutes
10:15 - 10:30 a.m.	Closing Remarks	15 minutes

*Audiovisual aids on a variety to topics are available that may be relevant to this Unit. See Resource List in Unit VI.

BACKGROUND INFORMATION

As we begin to move toward implementing our Title IX/sex equity change plans it is important that we remember the process according to which change occurs. Numerous efforts to document the process by which persons change -- the ways we react to new information and learn to deal with that information -- suggest that there are predictable stages of human reaction which are a normal part of the learning or change process.

A listing of these stages of change is as follows:

Shock/Surprise

Our first reaction to new information or to circumstances necessitating change is shock or surprise. We tend to react strongly to any significant challenge to our perceptions and understandings. Comments which might be heard when people are at this initial stage process include:

* "What do you mean that I discriminate against females/males in my classroom?"
* "Title IX and Title II? What are you talking about?"

Disbelief

Shock or surprise soon gives way to active disbelief. We tend to resist information which would require us to re-examine or modify our perceptions of ourselves and the world around us. Comments frequently heard at this stage of change are:

* "There's no discrimination in our school!"
* "I treat every student exactly alike."
* "We've already completed those Title IX and Title II requirements!"

Guilt

When we receive new information we may feel inadequate or guilty about the content of the information or simply the fact that we did not know about the new information. Thoughts which may pass through our minds at this state include:

* "I had no idea what I was doing when I separated boys and girls for reading and arithmetic classes."
* "Why didn't I know about this Title IX and Title II?"

Projection

None of us can live with a great deal of guilt about our behavior or our lack of awareness because it is too painful to our image of ourselves. Instead, we often develop defensive ways of getting rid of our guilt and feeling better about ourselves. We often project our guilt onto other persons or other circumstances, blaming others for the problems or the situations in which we find ourselves. It is particularly easy to move into a stage of projection and to blame others when we have acquired enough new information and skills to realize that there is a problem, but not enough to enable us to solve the problem. Comments which may be heard at this stage of change include:

* "Those administrators have no awareness of sexism; they'll never move!"
* "Parents in our community are so rigid. They'll never accept coed physical education classes."
* "We wouldn't have to deal with Title IX and Title II if it hadn't been for those crazy women!"

Intellectualization

The first four stages of change reflect the ways that we deal with

our feelings about new information or change. When we have had the opportunity to deal with these feelings, we begin to "think" about the matter and attempt to consider the information in a more rational, less affective way. We may begin to assess the possibility of personal and institutional sex discrimination and proceed to an open effort to collect data and to evaluate the information obtained. It is at this stage of change that real problem-solving can begin. Comments heard at this stage might include:

* "You know, I realize that I do tend to expect the boys in my class to be better in mathematics than the girls."
* "Title IX and Title II implementation will require considerable effort from all persons in the system, but it is worth it if we can improve the quality of the educational services that we can provide."

Integration and Action

The sixth stage of change is perhaps the most difficult and the most important. Integration involves taking the actions necessary to identify the implications of the new information for our daily lives. During this stage of learning or change it is essential that we determine the specific implications of the new information -- the action requirements or objectives for our personal or institutional growth. It is at this stage that we must also identify the knowledge and skills that we will need to accomplish these action objectives. Comments which might be heard during this stage of change include:

* "The task force on physical education and athletics is working to design the total physical education curriculum to ensure that an adequate variety of activities is provided to meet the needs of

all students -- males and females."

* "One of my goals as an administrator is to analyze the decisions I make regarding the hiring and promotion of staff to make certain that my unconscious bias does not influence these decisions."
* "Our Title IX implementation plans are well underway. Four task forces are planning various remedial action projects to ensure that we're meeting Title IX and Title II requirements."

Acceptance

The final stage of change is achieved when the new information acquired becomes so integrated with our behavior that it seems as if it has always been a part of our perceptions and understandings. At this point our behavior has been thoroughly modified as a result of the new information or insight. Comments which may be heard at this point are:

* "We've worked steadily to reduce sexism in our educational programs and have made progress."
* "The skills I've learned to combat bias in textbooks have improved all aspects of my teaching."
* "Title IX and Title II has been an important motivation for improving our education programs and our relationships with the community."

This formulation of change would suggest that those of us working for the implementation of Title IX and Title II should observe the following guidelines for change:

* Remember that change and learning take a period of time. Do not expect that persons will accept new ideas immediately.
* Anticipate that the first reactions to change are likely to reflect emotions or feelings. Dealing with the affective impact of new information is often a necessity before we can begin creative and rationale problem solving.

REACTING TO RESISTANCE

"Fear in a Hat"

1. Have participants form a single large group. Ask each participant, working alone, to respond in writing to this question: "What kinds of student resistance have you encountered or do you expect to encounter as you work to eliminate sex-role stereotyping and attitudes?"

2. Ask participants to review their responses and then focus on one point of resistance that is--or could be--particularly strong.

3. Ask participants to try to pinpoint the source of that resistance: What fear is being raised? Why is it threatening? Why is it challenging?

4. Have each participant write a brief "fear message," capturing the essence of the fear, challenge, or threat which seems to be at the source of the resistance, e.g.: "I'm afraid you'll make me flounder with insecurity by suggesting that my parents' values and way of life are bad;" or "I'm afraid I'll be persecuted by my friends if I take nonmacho positions."

5. Have participants move now into small work circles (approximately 10 members).

6. Each participant anonymously contributes her/his "fear message" by putting it into a "hat" in the center of the circle.

7. Have each participant choose one message out of the "hat" (not her/his own message) and read it aloud to the rest of the group as if it represented an actual, real, deeply felt personal concern.

8. Have the members of each small work group participate in a problem-solving sequence for each area of resistance that is expressed.

PREVENTING RESISTANCE

1. First of all, exemplify by your own behavior the norms you want established.

2. Try a straightforward approach. State your belief that "Open, intelligent people consider many sides of an issue before adopting a firm, unbending position. Open, intelligent people can change their positions." Give successful examples from your own life in which, after exposure to new points of view, you changed your position and were glad. State your wish that the group adopt this as a norm. Hold a discussion about this norm. If a norm is adopted, make a group decision about how to refer to this norm when someone needs to be reminded of it.

3. Do activities to explore obstacles to listening. Then, state a norm about listening, especially applicable in charged discussions. For practice, introduce a rule that individuals must repeat what was last said before they can have their own "say."

4. Be alert to "killer" phrases, gesture, or putdowns. It's helpful to establish a ground rule that outlaws "killer" phrases (such as "You're crazy"; "You're dumb"; "What do you know anyway?"). The victim may laugh and all may consider it just another joke, but frequently there is a residue of hurt, resentment or threat that tends to stifle communication.

5. Once norms are made explicit, post a list of them on the classroom wall, so that everyone can refer to them easily when necessary.

6. To keep awareness of norms high, you can use brief feedback devices after group discussions. During this discussion, how did people do on: listening to one another? using "killer" words? being open to others' ideas?

Create and constantly reinforce a mind set that makes it hard for participants to oppose change--both in general and in relation to sex-role expectations.

Show that in the history of the world, change is normal and natural--the continuous process of evolution. For instance, "It's hard to believe that parents used to think that children should never speak unless spoken to" or "It's hard to believe that only the super rich had cars, that women were not permitted to vote..."

Show that a loosening of stereotypes and the movement toward nonsexist practices and attitudes meshes with values that students already hold. People are less likely to resist if you can show how a new idea fits in with what they already believe. Several strong values already held by students--values having no apparent relation to a new value--can be used as levers to demonstrate inconsistency between values already held and the new value. For further information, see Prescott Lecky, Self-Consistency: A Theory of Personality. Hamden, Conn.: The Shoe String Press, Inc., 1961.

Talk about resistance to change as a normal, healthy part of the process. Alert students that they and you as well will, or course, feel resistant at times, as all people with integrity do. Lecky's theory of self-consistency can be referred to here with older students.

Related Activity and Example

Try a "Time Line" activity sheet. First, have participants discuss background information from books and films. Then have them work on a time line that illustrates how normal and natural the processes of change are.

	Stone Age	Middle Ages	Victorian Era	Today	The Future
people thought:	_____	_____	_____	_____	_____
people wanted:	_____	_____	_____	_____	_____

ACTION PLANNING

Directions: The information and experiences of this workshop should have given you a wide range of ideas as to how you can assist in complying with Title IX and implementing sex equity in your school. Some of the ideas would be appropriate for you in your situation; others would be inappropriate; some would be workable with modification. Many of the ideas presented you could do entirely on your own; others would require the cooperation and assistance of other vocational education personnel within your school.

As the final activity in this workshop, you have the opportunity to develop your own action plan, one which would be realistic for you to do in your situation and one to which you're willing to commit yourself. Using the following simplified program planning outline, determine specifications for your own action plan.

1. What objective(s) would you set for yourself for achieving sex equity within your school? (include timeline)

   Objective 1: _____

   _____

   Objective 2: _____

   _____

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: _____

   _____

   Person responsible: _____ Completed by: _____

   Work activity 2: _____

   _____

   Person responsible: _____ Completed by: _____

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost
_____	_____
_____	_____
_____	_____

4. What are the specific steps you need to take to implement your program? (Put them in chronological order.)

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

5. How can you evaluate your action plan, and at what point will you do so?

_____

_____

_____

6. How will you let others know about your action plan and its outcomes?

_____

_____

_____

SEX AFFIRMATIVE ACTION PLAN

1. General

South Carolina's growth rate until 1985 is projected to exceed the national rate by 47 percent. There are not enough men available in South Carolina to maintain the projected expansion since it is centered in jobs traditionally dominated by men. South Carolina's women, therefore, must be trained for these positions before industry makes alternative arrangements. In the service areas long dominated by women (e.g. clerical and health) the projected growth rate is also up. Opportunities exist for men to enter these areas when the job better fits their interests and needs.

2. Need

A sex affirmative action plan is needed for secondary public education because vocational courses retain their traditional enrollment pattern. Entry into vocational programs or interests and needs is thwarted by biases and prejudices. The forces effecting entry and retention in vocational education are grouped as follows: school administrators, teachers and other school employees, students and their peers, parents and other family members, employers and the rest of the community. Physical barriers are the result of action or inaction by one or a combination of the above groups; a physical obstacle without human enforcement is in reality a hinderance not a barrier. When dealing with one of the above groups, the activity must be coordinated with those directed at each group for maximum effect.

3. Purpose

Purpose of the attached sex affirmative action plan is to provide a draft for the district (school) from which to develop a local plan. Contents in the plan are general in order to fit most situations. The district (school) needs only to localize the material to fit their situation for a viable district (school) plan.

4. Critical Considerations Bearing on the Problem

For each of the above groups, the more salient factors are listed. These factors have been in force and working on the group for a long time. Change, therefore, will be slow in coming; don't be discouraged when measurable results are not immediate.

* Produced in sex equity workshop in South Carolina during the summer of 1978.

SEX AFFIRMATIVE ACTION PLAN

MAJOR THRUST	CRITICAL CONSIDERATIONS BEARING ON PROBLEM	OBJECTIVE	ACTIVITIES	EVALUATION
Administrators	Administrative style Philosophy Administrator's power base Integrity Track record	To obtain a positive and strong commitment regarding sex affirmative action in the school district (school).	Establish for the administrator legal and philosophical need for the program. Present facts to the administrator showing where sex biases, stereotyping and discrimination exist in the school district (school). Provide administrators material to support job opportunities available to nontraditional fields--locally, statewide, nationally. Encourage administrators to attend and provide workshops for staff, parents, and others in their service area designed to change attitudes. Encourage administrators to provide policy and support for teachers and counselors to recruit students from both sexes for all programs offered in the school. Encourage administrators to provide the means to remove physical hinderances to vocational programs. Encourage administrators to solicit resource people for business, industry, professions and other occupations with employees in nontraditional jobs. Encourage administrators to support in-school and external information programs regarding sex affirmative action. Develop and present sex affirmative action program for adoption by the administrator. Encourage administrators to hire teachers of the opposite sex rather than those traditionally hired. Coordinate these activities with the activities of other target groups.	Adoption of a sex affirmative action program.

SEX AFFIRMATIVE ACTION PLAN

MAJOR THRUST	CRITICAL CONSIDERATIONS BEARING ON PROBLEM	OBJECTIVE	ACTIVITIES	EVALUATION
Teachers and School Personnel	Awareness (e.g., M-F class ratios, employment opportunities, and other information) Background (e.g., education, socio-economic) Personality Philosophy Professional Ethics Acceptance by students, parents and other specific groups in the community. Individual's flexibility Organizational structure/control workload Interferences (e.g., colleague informal organizational structure) Involvement, degree in education, and the rest of the world Personalization (e.g., internalization of freedom of choice concept regarding vocational course selection)	To change attitude of teachers and other school personnel regarding student enrollment and retention in vocational programs.	Make teachers and other personnel aware of legal, policy and philosophical basis for a sex affirmative action program. Make teachers and other personnel aware of need for women in nontraditional jobs because there are insufficient numbers of men to fill projected job openings. Convince teachers and other personnel physical hinderances existing in facilities and programs can be eliminated; help the teacher and other personnel develop solutions when required; budget means and provide other required support. Identify informal leaders among school personnel to effect change. Allow individual initiatives to develop in the program so identity with the programs can be established. Provide teachers and other personnel an opportunity to investigate on site women working in nontraditional jobs. To improve retention rate in a course, encourage teachers to recruit a classmate(s) of like sex in the courses when there is only one person signed up. Conduct in-service programs regarding the affective area, e.g., values development or clarification. Conduct these activities with the activities of other target groups.	From specifically designed survey (pre-post) determine degree of change achieved.

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SEX AFFIRMATIVE ACTION PLAN

MAJOR THRUST	CRITICAL CONSIDERATIONS BEARING ON PROBLEM	OBJECTIVE	ACTIVITIES	EVALUATION
Students and Peers	Self concept Level of maturity Family background Career Awareness Physical characteristics Models Culture/Sub-culture mores Concept of employability Biases Individual resistences to change (i.e. mulishness)	To change attitudes of young people ages 14-18 regarding career choice based solely on individual needs and interests.	Provide individual and group guidance activities which can aid students to know themselves better, i.e. interests, aptitudes, personality, values. Provide individual and group guidance activities which can acquaint students with the wide range of opportunities in the world of work. Provide individual and group guidance activities which enable students to visit worksites of interest and/or bring workers from nontraditional fields to the school to counsel students. Provide individual and group guidance activities which will enable young people to discover their biases regarding sex roles and activities. Provide adequate material (unbiased and stereotyped) for student self-study. Provide current information to students, e.g., news articles, posters, brochures, current job openings, as a minimum. Identify leaders in student body to aid in effecting change. Review guidance and instructional material for bias and stereotyping items not economically feasible to eliminate use in a positive way as a teaching aid. Encourage elementary teachers beginning with kindergarten to provide unbiased career materials and information to students. Encourage girls to participate in physical development programs when planning to enter a physically demanding career. Coordinate these activities with the activities of other target groups.	Student enrollment in programs traditionally dominated by one sex shows increased enrollment by students of the opposite sex.

SEX AFFIRMATIVE ACTION PLAN

MAJOR THRUST	CRITICAL CONSIDERATIONS BEARING ON PROBLEM	OBJECTIVE	ACTIVITIES	EVALUATION
Parents and Family	Parental attitude (e.g., parent attitudes in consonance with those of the student and of their attitude on the student) Socio-economic background (e.g., does the job offer upward mobility, is beyond the family's aspirations, or is it considered "beneath" the family to have a child in a nontraditional area) Size of school district (e.g., busing a lone girl with boys of the opposite race, funding, staffing, and facilities) Educational level of family (e.g., education generally liberalizes viewpoints, but will a "college" family accept a career for their child in a vocational/technical nontraditional field?) Employment tradition (e.g., employment/welfare as well as field of employment tradition) Parental aspiration for the child (e.g., the socio-economic background, educational level of parents, traditional employment patterns, parental attitudes among other factors. Aspirations, however, may be inconsistent with the child's abilities or interests.)	To obtain parent and family support for son or daughter to have a vocational program which fits the aspirations of the child as she or he sees the future.	Provide students with material for "take-home." Conduct individual and group counseling of parents when appropriate. Enlist the local media to bring local as well as state and national material to the attention of the community regarding trends in the world of work, men and women who have entered nontraditional fields and employers who have employees out of traditional fields among others. Provide civic groups to include churches with appropriate material. Coordinate these activities with the activities of other target groups.	

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SEX AFFIRMATIVE ACTION PLAN

MAJOR THRUST	CRITICAL CONSIDERATIONS BEARING ON PROBLEM	OBJECTIVE	ACTIVITIES	EVALUATION
Parents and Family (cont.)	Religious background (e.g., certain religions might preclude a student from entering nontraditional occupations) Type of home life (e.g., broken family, grandparents in home) Sibling influences (e.g. attitudes, experience in nontraditional fields) Mental and physical health of family Family head (e.g., matriarch, relative, foster parent) Achievements of family (e.g., success/failure of a family may effect support for entering a nontraditional field) Social awareness (e.g., a family's awareness of current trends and attitudes effect their acceptance of a son or daughter in nontraditional employment) Prejudices (e.g., sexual, racial and ethnic prejudices) News media availability (e.g., awareness of current trends and attitudes regarding the world or work)			

SEX AFFIRMATIVE ACTION PLAN

MAJOR THRUST	CRITICAL CONSIDERATIONS BEARING ON PROBLEM	OBJECTIVE	ACTIVITIES	EVALUATION
Parents and Family (cont.)	Sexual identity of family members (e.g., football and steel worker for boys, non-contact sport and homemaker for girls) Means of communication in the family (e.g., open-verbal or limited non-verbal) Family support (e.g., family's concern for individual development and identity or concern for what others think)			

SEX AFFIRMATIVE ACTION PLAN

MAJOR THRUST	CRITICAL CONSIDERATIONS BEARING ON PROBLEM	OBJECTIVE	ACTIVITIES	EVALUATION
Employers	Attitude regarding women employees. Attitude of employees. Employment policies. Wage rates for women and men with similar backgrounds doing the same level of work. Existence of physical hinderances (e.g., restroom facilities, heavy lifting required)	To obtain equal employment opportunities from all employers.	Provide employers with references. a. Those who have employees in nontraditional fields. b. Those who had similar hinderances to employing personnel out of traditional fields and how they overcame the problem. Provide employers with advantages from hiring a person from the nontraditional sex. Suggest restructuring jobs to hire a person from the minority sex when it is to the advantage of the employers. Suggest employers provide an orientation for workers prior to placing a person(s) from the minority sex in the work crew. Coordinate these acativities with the activities of other target groups.	

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SEX AFFIRMATIVE ACTION PLAN

MAJOR THRUST	CRITICAL CONSIDERATIONS BEARING ON PROBLEM	OBJECTIVE	ACTIVITIES	EVALUATION
Community	Size Culture/Sub-culture Ethnic groups Socio-economic conditions Political structure Socio-economic make-up Attitudes towards education including financial support Value systems Type of economy Mobility of population Average age factor Percentage of landowners Economic stability News media/attitude of some Attitude of business and industry Education level of the local population Family Role	To develop community support for young people to choose a vocational program which fits the aspirations of the individual as they see the future.	Enlist the aid of the local media to provide current and appropriate information. Enlist the aid of local civic groups to include churches to provide information and support. Enlist the support of candidates in the local elections. Enlist the aid of other federal, state and local government agencies to provide material, support and enforcement. Identify leaders of the various sub-cultures, ethnic groups and community power base; enlist their support and change attitudes where needed. Coordinate these activities with the activities of other target groups.	From a specifically designed survey (pre and yearly thereafter) determine degree of change achieved.

SEX AFFIRMATIVE ACTION PLAN

MAJOR THRUST	CRITICAL CONSIDERATIONS BEARING ON PROBLEM	OBJECTIVE	ACTIVITIES	EVALUATION
Community (cont.)	Availability of referral organizations Service organizations Post-secondary schools			

UNIT VI

Objective

To provide a resource list of educational aids to achieve equity.

Resources

BACKGROUND INFORMATION

Resources are very important as an instructional strategy. In achieving educational equity, they can mean the following to a program:

1. Attitudinal change that can reverse past trends in vocational education enrollments.
2. Touch the senses in different ways, thereby increasing the likelihood of impacting on the group of people (films, filmstrips, transparencies, publications).
3. Not place the presenter in the spotlight as a change agent, thereby increasing the possibility of acceptance. In many instances, depending on readiness level of the audience, the presenter could achieve more by reinforcing the resources that are available.
4. Assist in illustrating and understanding the need for change (e.g. through providing statistics, studies).
5. Provide instructional strategies, materials on policy development, and resources to use in curriculum review.

The process for setting up a resource library requires (1) collecting bibliographies of available resources, (2) reviewing as many of the resources as possible, (3) considering recommendations from persons whose judgment you respect, (4) annotating, if possible, with ordering information, costs, etc., and (5) establishing a record keeping system to keep account of the materials, how they are being used, whether additional resources need to be purchased, etc.

The following lists the available sex equity resources within the State Department of Education, Office of Vocational Education. For additional

information on other available resources, write for a national catalog available free of charge from the Women's Educational Act (WEEA) Publishing Center at the Educational Development Center in Newton, Massachusetts. If you are concerned about sex-role stereotyping and look for ways to create positive change, this informative catalog is for you.

All WEEA materials have been developed at local sites throughout the country and include a variety of training and curriculum materials that encourage educational equity for women. To receive a free copy of Resources for Sex Equity, call toll free: 800-225-3088 or write to EDC/WEEA, 55 Chapel Street, Newton, Massachusetts 02160.

Publications

The Forgotten Five Million - Women in Public Employment: A Guide to Sex Discrimination. Provides checklist for recognizing discrimination, detailed advice on documenting it, and in-depth chapters on legal remedies and affirmative action. 298 pp. 1975.

Nonsexist Curricular Materials for Elementary Schools. Packet of materials to guide teachers in enhancing their own and their students' awareness of sexism. Looseleaf format makes it easy for teachers to copy. Among the materials are checklists for evaluating textbooks for sex bias, a student workbook, classroom activities, and bibliographies. 96 pp. 1974.

Sex Equity - Leaders' Guide/Participant Workbook. Copies of exercises used in workshops plus materials prepared for leaders: instructions, legal notes, suggestions. The workbooks were used with counselors over a two-day period.

U. S. Working Women: A Chartbook. This chartbook presents a wide array of data on the characteristics of American working women and their changing status over the past quarter of a century. The working life of women has expanded enormously over this period, and it is likely to continue to lengthen. 60 pp.

Second Wind: Program for Returning Students. In addition to providing services for returning students and potential returning students in the community, the program aims at sensitizing faculty and staff to the needs of returning women and sharing information with other institutions establishing similar programs. 110 pp. 1978.

Wanted: More Women - Why Aren't Women Administering Our Schools? This publication addresses the status of women public school teachers and factors hindering their promotion into administration. Extensive reference list. 53 pp. 1975.

Tool. This book is designed to serve as both a catalog and an instruction manual. As a catalog, it provides a quick overview and a brief description of the different kinds of approaches and techniques from which you can choose in planning and executing projects. As an instruction manual, it provides step-by-step guidance for carrying out various techniques, particularly with low budgets and volunteer workers. 252 pp. 1978.

New Directions for Rural Women. The goals and methods of this publication flow directly out of the stated needs of rural women for education in career development and personal growth. The workshops are designed

to alert women to education and training possibilities in their local areas by building on a series of personal growth and exploration experiences. 40 pp. 1979.

Promoting Educational Equity Through School Libraries. This program is designed to help school libraries acquire attitudes and skills needed to promote educational equity through their professional activities in the schools. The program is also designed to teach several basic skills in the selection and utilization of instructional materials which promote equity. It also provides school libraries with the information and experiences necessary to ensure that they use the skills they learn. (Instructor's guide, activity book, and five modules.) 1978.

Placing Rural Minority Women in Training Situations for Nontraditional Jobs. The publication is designed for use by organizations and individuals that wish to develop and implement an outreach program for the purpose of locating, recruiting, and placing rural minority women in training situations for nontraditional occupations. 33 pp. 1979.

Teacher Skill Guide for Combatting Sexism. These program materials address the sequential process of enabling individual educators to eliminate sex bias from their own classrooms and teaching practices, as well as encouraging students to transcend such biases and develop beyond the limits of traditional sex roles. (Leader's guide and thirteen modules.) 1979.

Home Economics Unlimited. "Will I be able to handle boys?" "What about safety problems?" "Will boys wreck the equipment?" "How should the problem be changed to meet the needs of boys?" "Why not have separate classes for boys and girls?" The purpose of this publication is to answer some of these questions and to describe home economics programs that provide meaningful learning experiences for students, regardless of their sex. 43 pp. 1978.

Developing Women's Programs. This publication addresses the major components in developing a program. It also shows the relationship between the components and how these form the basis for decision making.

Sex Discrimination in Schools: Evaluating Employment Practices. For each issue that could reflect a discriminatory employment practice, the manual provides: (1) the background information that explains the importance of the issue; (2) examples of hypothetical situations illustrating discriminatory practices so that groups may recognize whether or not these patterns of sex discrimination also pervail in their own school districts; and (3) step-by-step instructions for collecting and analyzing information and data. 150 pp. 1978.

Women in Jail. This book is divided into three subject areas. The first section describes the needs and problems of women in jail. The second section offers a range of programmatic models. The third section describes

Publications (cont.)

the Female Offender Program in Hampden County, Massachusetts. 163 pp. 1979.

Locating, Recruiting and Employing Women: An Equal Opportunity Approach. Information on women workers today, and equal opportunity legislation. 357 pp. 1976.

Women and Educational Testing: A Selection Review of the Research Literature and Testing Practices. Analyzes widely used achievement and occupational/vocational tests for sex bias in language and content. Surveys technical literature on test bias. 140 pp. 1974.

Developing and Negotiating Budgets for Women's Programs. This publication deals with different approaches to budgeting with the objective that, when one can recognize various kinds of budgeting, one can develop better requests for funds for new or existing activities. 65 pp. 1979.

Kits

Expanding Roles. This youth activity kit has been developed to help young people expand their role expectations so that they can be better prepared for the choices and changes that are occurring in their everyday lives.

Project HEAR (Human Educational Awareness Resource). Multi-media kits for primary grades 4-6 (activities, resource guide, cassette filmstrip, sound tapes, flannel board figures, games, posters, charts, storybooks). The purpose of the program is to provide students with a set of effective career development concepts, behaviors, and skills in order to enable them to find meaning as functioning, productive, satisfied members of society through their own accomplishments. The program is directed to the individual and the personal effects of stereotyping on attitudes toward the working future (thirty-five classroom sessions -- 35-40 minutes per session).

Project HEAR (Human Educational Awareness Resource). Multi-media kits for secondary grades 10-12 (activities, resource guide, cassette filmstrip, sound tapes, flannel board figures, games, posters, charts, storybooks). The purpose of the program is to provide students with a set of effective career development concepts, behaviors, and skills in order to enable them to find meaning as functioning, productive, satisfied members of society through their own accomplishments. The program is directed to the individual and the personal effects of stereotyping on sttitudes toward the working future (thirty-five classroom sessions -- 35-40 minutes per session).

Sex Stereotyping in Instructional Materials and Television: Awareness Kit. Designed for teachers and parents, this do-it-yourself kit reviews what is known about the portrayal of women and men in instructional materials and television, provides guidelines for evaluating them, and includes worksheets for students. 1978.

Kits (cont.)

Female Images. Instructional unit consisting of five well-defined steps for use in examining the concept of identity. The steps cover discussion and definition of identity and how women select, maintain, and change their identity. Game for 4-8 players over 2 to 3 hours.

Films

"Men's Lives." This documentary film about masculinity in America deals exclusively with the socialization of males in society. In examines men's ideas about masculinity by interviewing men of different ages and backgrounds about their roles. The ways in which the American male is conditioned to compete, win, and strive aggressively for material success at the expanse of intimacy and communication are examined. 16mm, color, 43 minutes. 1974.

"Betty Tells Her Story." A film, apparently simple, of Betty's attempt to buy a new dress. The story is told twice revealing a haunting contrast between tellings. Excellent for initiating discussion on women's self-image, identity, and social values in our society. More effective with a mature audience. 16mm, black/white, 20 minutes.

"Anything You Want To Be." This is a short, fast-paced film showing how society subtly socializes women into accepted stereotypes. The main character is a bright high school girl who is told she can be anything she wants to be, but receives signals that in reality she can't. This film would be useful to junior high students through adults for discussion about societal sex stereotypes. 16mm, black/white, 8 minutes. 1971.

"Different Folks." Deals with sex-role identification in a changing world from a boy's point of view. The story explores what happens in a family where the mother works outside the home as a veterinarian, the father works at home as an illustrator, and the children share in the housework. A teacher's guide outlines questions for discussion and follow-up activities. 16mm, 15 minutes. 1975.

"Roll Over." A short film about typical and atypical occupations. A song narrates the message of the film. 16mm, color, 17 minutes.

"Looking at Tomorrow...What Will You Choose?" This film is targeted to elementary, junior high, and senior high students and gives a documentary treatment of seven young women at their jobs: lawyer/congressperson, bricklayer, violin maker, telephone frameperson, employment representative, self-employed artist/business owner, air traffic controller, and animal nutritionist. The dialogue focuses on choice, preparation, and satisfaction. A teacher's guide presents questions for discussion. 16mm, color, 20 minutes.

Films (cont.)

"All About EVE." An upbeat presentation on the historical work life of women as compared to the current work life. Looks at the vocational programs that are opening up to women today, as well as jobs that women are currently performing. 16mm, color, 8 minutes.

"When I Grow Up." Looks at interactions between student/teacher, student/counselor, and student/administrator and depicts how bias and stereotypes are portrayed in the school environment. 16mm, color, 27 minutes.

"Vocational Schools Today." A portrait of local vocational schools in Middlesex County, this film shows the great variety of programs, traditional and nontraditional, for girls and boys in vocational and technical areas, and the attempts made to break traditional barriers. 16mm, color, 15 minutes. 1978.

"Killing Us Softly." With an intriguing mixture of fact, insight, and humor, this film shows that although advertisements may seem harmless or funny by themselves, they add up to a powerful form of cultural conditioning. The film is equally important to women and men alike, from high school levels to college classes and seminars. 16mm, color.

"A Man's Place." Documents the lives of men who live and/or work in a setting that requires them to expand their conceptions of the traditional male role. This documentary also focuses on man-on-the-street interviews that address issues raised by the life of the men featured. 16mm, color, 30 minutes. 1979.

"On Your Own." A film which dramatizes the necessity for boys and girls to learn to be self-reliant in matters affecting home life, real estate, money management, child care, etc. 16mm, color, 24½ minutes.

"The Sooner the Better." This film can facilitate a teacher's awareness of young children, the problems of sex stereotyping, and the advantages of nonsexist education. There are two major sections to the film. The first deals with the classroom environment and how it can be made nonsexist, and the second covers a selection of educational units designed to encourage children to think in nonsexist terms. 16mm, color, 27 minutes. 1977.

"Woman's Work: Management." This film was developed to meet the need for information about management careers for women. Designed for use by school teachers in career educational and social studies classes and by guidance counselors, this film provides in-depth portraits of women students and professionals giving their personal views about the opportunities, problems and rewards of a management career. The film also speaks to the particular concerns of young women in business and in women's civic groups who would benefit from information concerning career choices in management. 16mm, color, 20 minutes. 1976.

Films (cont.)

"A Woman's Place." Examines women's traditional roles in society and shows how women today are rethinking their roles and examining new choices for their lives in the future. Parts I and II, 16mm, color, 58 minutes. 1973.

Filmstrips

"Jobs and Gender." This two-filmstrip unit presents people who have crossed the sex-work barrier such as a female carpenter, a male nurse, a female reporter, and a male kindergarten teacher. The program challenges junior and senior high school students to examine their own biases and encourages them to explore what they really would like to be. A twenty-nine page discussion guide accompanies the unit. Sound filmstrips, color, 18 minutes, 1971.

"Male and Female Roles." This unit contains six color/sound filmstrips entitled "The Stereotypes," "How Stereotypes Evolved," "How They are Learned," "Emerging Dissatisfactions," "New Perspectives," and "How Aware Are You?" These can be used together as an entire unit, or separately, to help people from junior high through adults to understand the sociological process of sex stereotyping. A sixteen-page teacher's guide gives questions for discussion and extra activities. Color, 9 minutes each.

"I'm Glad I'm a He, I'm Glad I'm a She." An in-depth analysis of the forces acting upon an individual during his/her lifetime that clearly define sex-role and career options. Also looks at curriculum and vocational education programs. 23 minutes.

Slide/Tapes

"Hey, What Are Your Plans for the Next 60 Years?" This slide/sound show is a low-key, easy-going discussion among a girl, a boy, and an adult. They talk about long-range plans, occupational options, and social roles. The script offers support to girls and boys who want to explore beyond the stereotypes. 15 minutes.

"Increasing Job Options for Women." Shows women working in a variety of nontraditional jobs and reviews employer responsibility for equal opportunity. 10 minutes.

"Those People Really Are Doing Those Jobs." An excellent recruitment tool to show males and females in pioneering vocational education classrooms and the merits of students exploring these options. 20 minutes. 1979.

"Caution: Men Working." A slide/tape program that discusses three major male values: perform, provide, and protect. It explores how these values affect men's relationships, their health, and their work. Color, 18 minutes. 1978.

"Unrole-ing?" The program is designed to create an awareness that women and men are conditioned into stereotyped roles which are reinforced from birth by our family and friends, literature, television, and movies. The program deals with several traditional masculine and feminine attitudes, examines how they have been learned, and how they restrict expressions of our own unique individuality. Color, 12 minutes. 1976.

Videotapes

"Born Free - World of Options." Four developmental themes are identified in this tape: expectations, socialization, choices, and changes. These themes are discussed by interviewers and should follow with group discussions from the viewing audience. 30 minutes.

"Who Remembers Mama?" Women trapped in low-paying, dead-end jobs explaining their economic hardships. A congressman and spokesperson for "displaced homemakers" discussing some alternatives at both the national and state level. An objective, journalistic exploration of the changing values in our society and their impact on the family. Videotape, color, 58 minutes.

"It's Her Future." This videotape is an educational media program that includes a discussion guide, a 17-minute color/sound film, and a printed parent fact booklet. The materials, developed to supplement guidance and counseling activities, address a key factor in sex role stereotyping at the vocational education level: parental attitudes about their daughter's educational pursuits. These tools can be used to increase parental interest in, and support of, nontraditional training for female students. Videotape, color, 17 minutes. 1979.

For further information contact:

Sex Equity Consultant
Office of Vocational Education
South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201

VOCATIONAL EDUCATION EQUITY RESOURCE CENTER
Office Of Vocational Education
South Carolina Department Of Education
912-C Rutledge Building
Columbia, South Carolina 29201

Telephone: (803) 758-3156

REQUEST FORM

MATERIALS REQUESTED	TYPE OF MATERIAL	DATE NEEDED	*DATE OF RETURN	OFFICE USE ONLY
Title of Material:				
Reason for Material Request:				
Title of Material:				
Reason for Material Request:				

Shipping Information: (Please write clearly)

Name _____
Title _____
Area(s) of Instruction _____
Additional Area of Interest _____
Institution/Organization _____
Address _____
Home Phone _____ Work Phone _____
Special Handling _____

*After your review, a film may be requested on permanent loan if sufficient copies are available to honor such a request.

M E M O R A N D U M

TO: South Carolina Local Education Agency

FROM: Office of Vocational Education

SUBJECT: Workshop Report

In order that the South Carolina Department of Education, Office of Vocational Education, Equity Section, may plan and implement more effective and meaningful programs and prevent duplication of programs throughout the State, we would like to become better informed concerning the services that are being conducted by the local education agencies for their systems.

Therefore, we would like to ask you to provide us with the attached information each time you conduct a workshop in your system.

We sincerely appreciate your past efforts in the promotion of equity in South Carolina and thank you for your cooperation in providing this information.

Please mail the workshop reports to:

Vocational Equity Coordinator
South Carolina Department of Education
912-C Rutledge Building
Columbia, South Carolina 29201

If you need additional information or services as you plan the workshops, please feel free to call (803) 758-3156.

cbw

Attachment

LOCAL EQUITY WORKSHOP REPORT

Title of Workshop: _____

Date: _____

Location: _____

School District: _____

Brief Summary of Program:

List of Resources Provided:

Description of Workshop Participants: